Assistant Headteacher
JOB DESCRIPTION

Role Purpose:

The purpose of this role is to be a key member of the Senior Leadership Team (SLT), supporting the Headteacher with the strategic leadership of the Academy. The post holder may also be responsible for a key focus area agreed locally and for implementing strategies that support that specialism.

- Develop, in all pupils and staff, versatile skills and attitudes required for lifelong learning in a rapidly changing world.
- The Designated Safeguarding Lead for Child Protection will provide comprehensive support to the Designated Senior Lead and Headteacher in dealing with all aspects of Child Protection.

Key Accountabilities:

Reporting to the Deputy Headteacher/Headteacher, this post holder will be accountable for SEND leadership, safeguarding and

Strategic Leadership

- Provide strategic leadership for teaching, learning and assessment within their areas of responsibility.
- Ensure the Academy is always fully compliant in all areas of Safeguarding.
- Recognise signs / indicators of abuse and decide when referrals to Children's Social Care / other relevant agencies are appropriate. This should include identification of cases where Early Intervention would be appropriate.
- Liaise with relevant agencies (where appropriate) to inform the decision on whether to make a referral to Children's Social Care.
- Keep detailed, accurate and secure written records of referrals and concerns. Ensure these records are stored in a locked filing cabinet and are not accessible by staff / students.
- Ensure a consistent focus on the implementation of the curriculum across all faculties.
- Promote a culture of reflective and personalised learning where all students are encouraged to take responsibility for their own learning and achievement.
- Develop and embed strategies that support the Academy vision and help to improve all elements of teaching, learning and assessment.
- Continuously review academy provision in all areas against performance targets and value for money with SLT
- Analyse and interpret relevant data, research and inspection evidence to inform provision and seek improvement where necessary.
- Ensure all information required by SLT, the Regional Education Director and other key colleagues is produced accurately, timely and efficiently.

Operational Management

- Demonstrate excellent time keeping and keep to all deadlines set.
- Ensure standards of support are effective across all areas of responsibility.
- Set high expectations for staff and students.

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- Support and/or represent the Headteacher at meetings as and when required.
- Monitor appropriate targets for student outcomes and performance against those targets.
- Develop strong and effective partnerships with other schools, external agencies, local authorities and other relevant stakeholders.
- Develop and lead best practice of SEND provision and intervention in the Primary Phase working with the SENDCo and primary LSAs.
- Ensure the effectiveness of provision for other vulnerable learners such as PP and EAL.
- Ensure effective teaching and learning strategies and interventions enable SEND pupils to achieve well and have high aspirations for what they can achieve.
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability in the primary phase.
- Keep detailed records of the progress of pupils receiving learning support including writing and reviewing Passports, EHCPs and Annual Reviews.
- Adhere to the SEND Code of Practice (2015) and support academy staff in understanding their responsibilities within this statutory guidance.
- Coach and develop staff on effective learning strategies and deliver CPD training as needed.
- Supervise identified pupils during breaks and lunchtimes where needed.
- Ensure that all staff have Level 2 Basic Awareness in Safeguarding training at least once every three years and ensure that all staff receive update training on a minimum of an annual basis. Keep accurate records of staff participation in this.
- Ensure all staff are aware of and adhere to the school's Staff Behaviour Policy / Code of Conduct. Ensure that this Code of Conduct includes references to online conduct and e-safety and is reviewed on an annual basis.

Culture
- Responsible for contributing to and leading on the development of E-ACT's culture where we value thinking big, doing the right thing and team spirit and our students are at the heart of our decision making.
- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

People Development and Management

- Effective strategic workforce planning based on data analysis and reports to forecast staffing needs, identify skills gaps for current and future demands and manage periods of peak work volumes to meet KPIs.
- Actively lead and participate in the recruitment and selection process of new team members.

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- Coach, mentor and develop staff including overseeing new employee onboarding, agreeing objectives, performance management, appraisal and career planning and identify CPD needs and opportunities.
- Consciously create a spirit of teamwork amongst department members that promotes E-ACT values and policies, challenging unacceptable behaviours and addressing conflicts swiftly, instigating relevant procedures such as capability, disciplinary and grievance.
- Manage staff absence within your area of responsibility taking actions as appropriate in line with E-ACT policy and procedures, liaising with People Development and employee representatives.
- Work within the departmental financial budget, ensure value for money from all procured services and supplies in line with E-ACT's Financial Management policies.

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world
around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to *think big* for yourselves and for the world around you;

- We want everyone to *do the right thing* in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;

- We want everyone to show strong *team spirit*, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	• • Show energy, enthusiasm and passion for what you do Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further

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	• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	• Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	• Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

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KNOWLEDGE, EXPERIENCE & SKILLS

Requirement	Assessed at
E – Essential	**A –** Application Stage
D – Desirable	**I –** Interview Stage
	P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Qualified teacher status or recognised equivalent	X		X	X	
	Degree in related subject specialism	X		X	X	
	Evidence of continuous professional development	X		X	X	X
	Additional relevant training in Safeguarding	X		X	X	X
	Senior leadership or management qualification willing to work towards)	X		X	X	
	Knowledge of National Curriculum requirement	X		X	X	X
	Knowledge of a creative range of pedagogic approaches to delivering your subject	X		X	X	X
	Knowledge of current education legislation, Ofsted framework and best practice	X		X	X	X
Experience	Ability to teach 'outstanding' lessons	X		X	X	X
	Proven success of improving student outcomes within a school	X		X	X	X
	Teaching experience with the age range	X		X	X	X
	Experience of successful management and leadership of diverse teams	X		X	X	X
	Experience of implementing systems to support attendance improvement	X		X	X	X
	Experience of using a range of technologies to support student learning	X		X	X	X
Skills	Ability to work effectively within a team environment	X		X	X	X

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	Ability to work strategically and to seek and implement creative solutions	X		X	X	X
	Excellent leadership skills and the ability to inspire and challenge colleagues, peers and teams	X		X	X	X
	Ability to manage the performance of a diverse range of staff	X		X	X	X
	Highly effective organisational skills	X		X	X	X
	Ability to prioritise effectively and meet deadlines during times of pressure	X		X	X	X
	Ability to communicate effectively with a wide range of stakeholders using a variety of methods and media	X		X	X	X
	Ability to develop a number of curriculum areas relevant to the age and ability of the groups	X		X	X	X
	Ability to assess and record the progress of students' learning	X		X	X	X
	Ability to use/analyse assessment data systems to raise standards	X		X	X	X
	Ability to promote a positive ethos and attributes	X		X	X	X
	Ability to create a stimulating and safe learning environment	X		X	X	X

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