



Assistant Headteacher - Progress

JOB DESCRIPTION

Role Purpose:

The purpose of this role is a vital role in leading the culture and ethos of the academy aligned to the Shenley Academy core values: inspire, aspire and achieve.

The role will lead all pupils to achieve outstanding attendance, behaviour and achievement for the Year group(s) through the academy culture of high aspiration and ambition, with particular attention to those groups of pupils who are vulnerable to underachievement e.g. those in receipt of pupil premium funding, SEND, EAL and any other identified barrier to learning

As a member of the Extended Leadership Team, the Assistant Headteacher will also be centrally involved in the overall leadership and management of the academy and will help to establish a school culture that is both nurturing and rigorous

Key Accountabilities:

Reporting to the Deputy Headteacher/Headteacher, this post holder will be accountable for

Strategic Leadership

- Leadership of Year group(s) and the respective team of tutors to achieve high standards of pupil attendance, behaviour and attainment.
- Coordination of vision and strategy for the year group, aligned to the overall academy vision and strategy
- Having an overview of the progress of all students in the year group(s) to include:
 - Narrowing the gap between disadvantaged and non-disadvantaged students while raising attainment
 - Liaison with the Head of Inclusion to ensure good provision for students with SEND
 - Liaison with Heads of Faculty where subject concerns are identified
 - Supporting the AHWB programme where appropriate
- Leadership of outstanding behaviour, attendance, culture and ethos in the academy through:
 - Actively monitoring and following up pupils by gathering a range of data on their personal development, including behaviour and attendance, progress and achievement in curricular and extracurricular activities.
 - Working with colleagues to formulate learning plans for individuals or groups within the year group as appropriate.

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- Ensuring that the planning for the year group reflects the needs of the pupils and the aims of the Academy.
 - Taking a leading role and support the development and delivery of Shenley Horizons, THRIVE and the E-ACT Passport curriculum in the cohort and the academy.
 - Assisting in the implementation of school policies and procedures.
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- The day to day management and development of the allocated year group Pastoral Support Manager(s)
 - Leadership of effective external relationships with community and other stakeholders
 - Alongside the Headteacher, to ensure the safeguarding of all pupils, and that the safety and wellbeing of pupils and staff is promoted and maintained at all times.

Leadership and Management

- To fully support whole school aims and objectives and policy decisions, contribute to their establishment and initiation and sustain their implementation and review
- Facilitate projects, programmes or systems as directed by the Headteacher
- Help implement systems that work effectively in combination with whole academy systems and administration
- Help keep systems organised, up-to-date and user friendly for all academy staff, including the maintenance of accurate and up-to-date information concerning the relevant year group on the management information system (SIMS).
- Line manage identified staff, including target setting, coaching and monitoring.
- To manage staff and resources, ensuring that policies and procedures are adhered to
- To identify any training needs that would contribute to ensuring the professional development of staff and the success for pupils.
- To make recommendations about the deployment of staff to most effectively meet the pastoral needs of the pupils.
- To monitor and keep under review the work of the team of tutors, in delivering tutorials, monitoring, supporting and reporting on their tutor group, through preparation for the Academy tutorial.
- To ensure the effective operation of quality control systems.
- To assist in the process of the setting of targets within the year group and to work towards their achievement.
- To help to establish common standards of practice within the year group teams and develop the effectiveness of teaching and learning styles.
- To participate in the interview process for teaching posts (when required) and to ensure effective induction of new staff in line with school procedures.

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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
- Support and/or represent the Headteacher and Deputy Headteachers 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

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
- 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 team work 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

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- 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	<ul style="list-style-type: none">• 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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	<ul style="list-style-type: none"> • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
<p>Doing the Right Thing</p>	<ul style="list-style-type: none"> • 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
<p>Showing Team Spirit</p>	<ul style="list-style-type: none"> • 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 (or willing to work towards)	X		X	X	
	Knowledge of National Curriculum requirements	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
	Ability to work strategically and to seek and implement creative solutions	X		X	X	X

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	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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