

JOB DESCRIPTION

Postholder	Assistant Headteacher – Quality of Education (SLT)
Salary/ Scale of Post	L12-16
Line Managed by	Headteacher
Line Manager for	Data Manager Heads of Curriculum
General Duties & Responsibilities of a Senior Leader	<ul style="list-style-type: none"> • To support the Headteacher and the Senior Leadership Team in the strategic and operational leadership and management of Cardinal Heenan Catholic High School, promoting the school’s values and acting as a visible ambassador for the school and the Diocese. • To take a key strategic role within the Senior Leadership Team to develop the ethos, vision, direction, plans, policies, procedures, self-evaluation, and further improvement of the school. • Make a positive contribution to Catholic life of the school. • To promote and co-ordinate strategies to motivate staff and students in raising attainment and progress. • To stay abreast of current developments within the education sector to allow valid and up to date leadership. • To lead staff in overseeing that good standards of behaviour and safety are maintained in line with policy and practice. • To take delegated responsibility to support the Headteacher to lead and manage the direction of the school and designated staff. • To promote harmonious relationships within the school and to maintain relationships with organisations representing teachers and other members of the school’s workforce. • To lead and manage the school’s workforce with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments. • To consult and communicate with the governing body, staff, students, parents, and carers. • To lead collaboration and work with colleagues and other relevant professionals within and beyond the school including schools within our Diocese, our City and other relevant external agencies and bodies. • Have a commitment to safeguarding and child protection, promoting and maintaining the wellbeing and safety of all students and staff in line with school policies and national guidelines. • To undertake any professional duties reasonably delegated by the Headteacher. If the Headteacher is absent from the school to undertake their professional duties to the extent required.



Main Areas of Responsibility for this Post will be confirmed on appointment to ensure the best fit for our school, the candidate and the current SLT but are likely to include aspects such as those listed

- To plan, lead, develop, evaluate and be accountable for the academic work of the school to enhance the quality of teaching and learning and student achievement across the school through curriculum, teaching and learning and assessment development.
- The development of an appropriate curriculum which provides a broad and balanced offer for all students and provides clear links with our primary and tertiary providers and employers.
- Preparation and review of aims, objectives and teaching methods in line with general aims of the school, the National Curriculum and examination boards.
- School Quality Assurance processes, Self-Evaluation and Improvement Planning at both departmental and whole school level.
- The development and evaluation of appropriate curriculum plans, including high quality sequenced learning plans, effective programmes of study and assessment schemes and their evaluation.
- To lead on the management of curriculum provision and assessment identifying strategies for different groups of students within the school.
- Line management of key departments and overseeing all link SLT curriculum responsibilities.
- Data lead – analysing and reporting on internal and external data to ensure all middle leaders develop and implement appropriate improvement plans in line with the wider School Development Plan.
- Contribution to the production of the school timetable.
- To lead the administration of internal and external assessment arrangements including reporting to parents and governors.
- The development and management of teaching staff and the leadership of whole school Performance Management.
- Transition from KS3 to KS4.
- School calendar.
- Ensure that all associated policies are updated and published as required.
- To stay abreast of current developments within teaching and learning, curriculum planning, learning support development and assessment to allow valid and up to date leadership.
- Liaison with other schools, with wider networks and with other appropriate institutions or representatives.
- The supervision, guidance and monitoring of the work of post-holders under direct line management.
- Preparation for Ofsted inspection.



**Main Areas of
Responsibility for a
Teacher**

A teacher must:

- Set high expectations which inspire, motivate and challenge students.
- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

Promote good progress and outcomes by students.

- Be accountable for students' attainment, progress and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge.

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject.

Plan and teach well-structured lessons.

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all students.

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.



	<p>Make accurate and productive use of assessment.</p> <ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. • Make use of formative and summative assessment to secure students' progress. • Use relevant data to monitor progress, set targets, and plan subsequent lessons. • Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback. <p>Manage behaviour effectively to ensure a good and safe learning environment.</p> <ul style="list-style-type: none"> • Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. • Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. • Manage classes effectively, using approaches which are appropriate to students' needs to involve and motivate them. • Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary. <p>Fulfil wider professional responsibilities.</p> <ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school. • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. • Deploy support staff effectively. • Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. • Communicate effectively with parents regarding students' achievements and well-being.
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PERSON SPECIFICATION

Please note source of evidence of fulfilled criteria:

Application Form – A

References – R

Interview – I

Confidential References and Reports	Essential or Desirable	Evidence
A positive recommendation from current Headteacher	E	R
A second relevant professional reference	E	R

Qualities and Knowledge	Essential or Desirable	Evidence
Qualified Teaching Status	E	A
Degree in a relevant subject	E	A
Recent teaching and leadership experience in one or more schools	E	A/I/R
Lead by example and be a positive role model with excellent communication skills	E	I/R
Personal impact and presence	E	I/R
Ability and willingness to contribute to the spiritual development of staff and students	E	I/R
Understanding of current educational provision and the wider school systems	E	A/I
A clear understanding of school improvement strategies	E	A/I/R
A collaborative leader who can build positive relationships whilst maintaining standards	E	A/I/R
Political and financial astuteness	E	A/I/R
Practising Catholic	D	I/R
CCRS (Catholic Certificate in Religious Studies)	D	A

Students and Staff	Essential or Desirable	Evidence
Have ambitious standards and high expectations for all students and staff	E	A/I/R
Excellent understanding of high-quality teaching and learning	E	A/I/R
Use data analysis to effectively drive whole school improvement	E	A/I/R
Encourage all staff and students to be the best version of themselves – identifying and removing potential barriers to success	E	A/I/R
Plan and deliver high quality CPD for staff at every stage of their career	E	A/I/R



Systems and Process	Essential or Desirable	Evidence
Efficient strategic leadership and astute financial planning	D	A/I/R
Always ensure the safety of all staff and students	E	A/I/R
Promote excellent behaviour and positive attitudes to school life	E	A/I/R
Lead systems for performance management to hold staff to account	D	A/I/R
Ability to challenge under-performance with positive outcomes	E	A/I/R
Experience of working with strong governors	D	A/I/R
Ensure budgets and resources are deployed in the best interests of students	D	A/I/R
Promote distributive leadership throughout the school	E	A/I/R

Self-Improving School	Essential or Desirable	Evidence
Knowledge and experience of working with other schools and organisations	D	A/I/R
Effective working relationships with a range of professionals	E	A/I/R
Use well evidenced research to improve standards and outcomes	E	A/I/R
Provide high quality opportunities for staff development at all levels within the school	E	A/I/R
Confident, ambitious and innovative approach to school improvement	E	A/I/R
Source of inspiration and encouragement for all in the school community	E	A/I/R

Child Protection	Essential or Desirable	Evidence
Ensure that the child protection policies and procedures adopted by the school are fully implemented and followed by all staff	E	A/I/R
Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively	E	A/I/R

Securing Accountability	Essential or Desirable	Evidence
Support, protect and further develop the Catholic ethos of our school	E	A/I/R
Ensure individual staff accountabilities are clear, understood, agreed, reviewed and evaluated	E	A/I/R
Produce reports which provide an accurate and understandable account of the school's performance for a range of audiences	E	A/I/R
Empower colleagues to drive school improvement through their own area of expertise	E	A/I/R



Strengthening the Community	Essential or Desirable	Evidence
Further improve a school culture and curriculum which takes account of the richness and diversity of the community's Catholic Christian faith	E	A/I/R
Create and implement strategies for promoting social cohesion and tolerance	E	A/I/R
Ensure learning experiences for students are linked into and integrated with the wider community that we serve	E	A/I/R
Collaborate with agencies in providing for the academic, spiritual, moral, social emotional and cultural well-being of students and their families	E	A/I/R
Create and maintain an effective partnership with parents and carers	E	A/I/R
Share effective practice working in partnership with other schools	D	A/I/R

Application Form and Letter	Essential or Desirable	Evidence
CES application form to be completed in full	E	A
Supporting statement of no more than 2 sides of A4 in font 11 outlining your philosophy of education, your experiences to date and your vision for our school, (related to the specifics laid out in the recruitment pack)	E	A