**St Simon of England RC Primary School**

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**Assistant Headteacher**

**Job Description**

**Salary:** L3-8

**Contract type**: Full time

**CORE PURPOSE OF THE POST**

* To fully support the **Catholic ethos\*** **and life of the school**.
* To be an effective member of the senior leadership team, able to support in moving the school forward.
* To be a consistently exceptional teacher.
* To assist the headteacher in providing professional leadership and management for the school. This will contribute to securing success and improvements for the school, ensuring high quality education and personalised learning for all pupils and high standards and achievement in all areas of work.
* To ensure effective safeguarding for all pupils by carrying out the duties of Designated Safeguarding leader
* To carry out the duties of a school teacher as set out in the latest Teachers' Pay and Conditions document, and any particular duties that the Headteacher may reasonably direct.

**MAIN OBJECTIVES:**

**Creating the Future** - Critical to the role of Assistant Headteacher at St Simon of England RC Primary School is working with the leadership team, Local Governance Committee, and others to create a shared, strategic vision and plan which inspires and motivates pupils, staff and all other members of the school community and leads to raised standards of achievement.

**Actions:**

• work with the whole leadership team to build on the school's vision ensuring it is fully embraced, clearly articulated, and acted upon effectively by all.

• embody the vision and values of the school.

• motivate and work with others to create a shared culture and positive climate.

• attend Local Governance Committee meetings when appropriate and provide reports on some occasions.

**Curriculum Development-**

To work with the headteacher to develop, organise and implement the school’s curriculum. You will be expected to lead RE across the school and work with the headteacher and other senior leaders to fulfil the school’s mission:

• ensure that the teaching and learning across the school forms a co-ordinated, coherent curriculum for each child including those with SEND.

• support teachers and subject leaders to plan a curriculum which is sequenced appropriately.

• ensure arrangements for the daily act of collective worship and the spiritual life of the school.

• ensure that the requirements for Religious Education are fulfilled.

• provide a curriculum for personal development of children in line with the Catholic nature of the school.

• assist with maintaining an attractive, effective learning environment.

**Teaching and Leading Learning –**

To be a model of excellent practice and to provide effective learning and teaching to enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning. You will also be expected to have a coaching/mentoring role in respect of other members of staff. You may be expected to mentor those new to the role of teaching such as teachers, unqualified teachers, student teachers and subject leaders.

**Actions**:

• ensure a consistent and continual focus on raising pupils' achievement.

• contribute to a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.

• contribute to the implementation of strategies which secure high standards of behaviour and attendance.

• use data and benchmarks to monitor progress in every child's learning and focus teaching.

• monitor and evaluate the quality of teaching and standards of learning and achievement of pupils across the school.

• teaching commitment of approx. 0.4 within either a specific class, classes, or age range of children (to be decided on appointment).

**Supporting the Organisation –**

To work with the leadership team in providing effective organisation and management and to lead, maintain and seek ways of improving organisational structures and functions. To ensure that the school, the people, and resources within it are well organised and managed to provide an efficient and effective safe learning environment.

**Actions:**

• be an active member of the school’s senior leadership team.

• construct, develop, monitor, and review, with the Headteacher, the specific aspects of the curriculum or school development priorities delegated to the Assistant Headteacher’s management. • contribute to the development, implementation, and evaluation of school policies.

• attend weekly senior leadership meetings.

• support in the recruitment and appropriate deployment of staff to maximise their impact on pupil progress.

• share responsibility with the leadership team for Performance Appraisal of teaching and support staff.

• use and integrate a range of technologies effectively and efficiently to assist in the management of the school.

• assist the leadership team in the development of a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

• take an active part in staff meetings and training sessions to further individual and whole school development by contributing effectively to the work of the wider team.

• assist leaders in the delivery of Collective Worship.

• develop good relationships with pupils and play a key role in the maintenance of exemplary behaviour throughout the school.

• take on any additional responsibilities which might be determined by the Headteacher from time to time.

**Strengthening Community Involvement –**

To support the leadership team in engagement with the internal and external school community and parish, modelling the principles of equity and entitlement. To encourage and engage in collaboration with other schools to bring positive benefits to the school and share its expertise more widely.

**Actions:**

• assist the leadership team in building a school culture and curriculum that takes account of the school's community.

• create and promote strategies for developing positive relations and dealing with any kind of discrimination.

• ensure learning experiences for pupils are linked to and integrated with the wider community, celebrating the Catholic life of the school and the liturgical year.

• further develop community-based learning experiences.

• create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.

***\*For appointment to reserved posts in a school or academy trust, a ‘practising Catholic’ is to be defined as someone who has been sacramentally initiated into the Catholic Church and who adheres to those substantive life choices which do not impair them from receiving the sacraments of the Church and which will not be in any way detrimental or prejudicial to the religious ethos and character of the school. Inspired by the Gospel and sustained by God’s grace, a ‘practising Catholic’ will give sincere external expression to their interior faith through specific religious, moral and ethical behaviour which is in accordance with the teaching of Christ and the Catholic Church.***

**Person Specification: Assistant Headteacher**

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|  | **Essential** | **Desirable** |
| **Faith Commitment** | A practising and committed CatholicUnderstanding of the distinctive nature of the Catholic school and Catholic education Understanding of the importance of school’s links with the parish and wider community and in promoting community cohesion | Experience in leading acts of worship in Catholic schools |
| **Qualifications** | Qualified-teacher statusEvidence of involvement in INSET activities as a participant and as a provider | Degree/post-graduate study. |
| **Professional Development** | Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning | Evidence of continuing professional development relating to Catholic ethos, mission and religious educationExperience of leading/coordinating professional development opportunities.Ability to identify own learning needs and to support others in identifying their learning needs |
| **Experience** | The Assistant Headteacher should have experience of:teaching within the primary phase and providing for educational needs across the full ability range, including Special Educational Needs;strategic responsibilities in school leadership and management;managing an area of curriculum development;school development and improvement planning;leading and managing staff successfully;working with governors. | In addition, the Assistant Headteacher might have experience of:Recent experience in a Catholic voluntary aided school or Academyteaching the whole primary age range;working in a variety of different schools;active membership of the school management team;leading an aspect of school improvement;membership of the governing body as teacher representative. |

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| **Knowledge & Understanding** | The Assistant Headteacher should have knowledge and understanding of:the role of the leadership group within the school;the principles and practice of primary education at Early Years and Key Stages 1 and 2;current curriculum management, including the statutory requirements of the National Curriculum at Key Stages 1 and 2the assessment, recording and reporting of pupils’ progress and achievements in the context of both the broader curriculum and the statutory requirements of the National Curriculum;the school’s role in effectively providing for the needs of all pupils, including those with Special Educational Needs;the OFSTED Inspection Framework; the process and importance of school self-evaluation;whole-school issues and their implications for financial managementUnderstanding of and commitment to promoting and safeguarding the welfare of pupils’ | In addition, the Assistant Headteacher should have knowledge and understanding of:the interpretation of value-added information, to assist class teachers in pupil progress;bench-marking test results on a local and national basis.Designated Safeguarding leader or Deputy Designated Safeguarding Lead |

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| **Skills** | The Assistant Headteacher will be able to:show evidence of vision, initiative and leadership in managing change to enhance and raise standards;support the work of colleagues and provide staff development, with an understanding of its relationship to performance management;involve staff, parents, governors and other stakeholders in the process of establishing a clear set of shared aims, objectives and values for the school;listen and communicate effectively (both orally and in writing) to a variety of audiences;work effectively as a member of the leadership team;show strong interpersonal skills, responding appropriately to both adults and children;have a calm approach and positive attitude to behaviour management. |  |
| **Personal Characteristics** | Ability to manage change sensitivelyCalm approachAbility to organise themselves and othersAbility to demonstrate initiativeSelf-motivation  |  |