



**Lisle Marsden CE
Primary Academy**

**Assistant Headteacher
Job Description**

April 2021

JOB DESCRIPTION – ASSISTANT HEAD TEACHER

L 7-11

This position is subject to the current conditions of employment of Assistant Headteachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job description may be amended at any time following discussion between the Head teacher and Assistant Headteacher and will be reviewed annually.

The post holder, in addition to the requirements set out in the Teachers Standards Document and School Teacher's Pay and Conditions Document will be required to undertake the following areas of responsibility and key tasks:

Be fully committed to:

- The academy's Christian ethos and shared values by actively supporting all aspects the life and work of the academy
- Educational innovation to improve the quality of teaching and learning for all pupils
- Promotion of the academy's aim for outstanding teaching and learning for all pupils and the implementation of policies, practices and strategies that support this aim
- Acting as an exemplar for high quality practice in teaching and learning
- Personal professional development
- Coaching, mentoring and the professional development of all staff
- Raising attainment and accelerating progress in the academy by further developing pedagogies and learning styles
- Raising attainment and accelerating progress in the academy by sophisticated use and interpretation of pupil performance data
- A creative and 21st century modern and relevant curriculum that supports the needs of all pupils providing both rigour and high educational standards
- Inclusion for stakeholders in the school community
- Promoting and improving community cohesion
- Actively promoting pupil voice in the academy

- Engaging parents and the wider community
- Partnership working with other institutions to further develop the aims of the academy
- The insistence of high standards of behaviour from all pupils
- Safeguarding and promoting the welfare of all pupils
- Participating fully in the life of the academy

A. Strategic direction and development of the Academy - in cooperation with, and under the direction of, the Head teacher and Deputy Headteacher to:

- Support the vision, ethos and policies of the academy and promote high levels of achievement;
- Support the creation and implementation of the 'Academy Development Plan' within the national and local context, and to take sole responsibility for appropriately delegated aspects of it;
- Support all staff in achieving the priorities and targets which the academy sets for itself, and to provide them with support and guidance in implementing academy policies/ schemes of work;
- Support the evaluation of the effectiveness of the academy's policies and developments with particular emphasis on the academy's Self Evaluation Form and Academy Development Plan;
- Analyse pupil performance data and work with leaders and staff to ensure the academy continues to successfully meet external benchmarking standards;
- To support the Headteacher in managing the review cycle of academy policies and act as a role model in the implementation of these;
- Ensure that parents/carers are well informed about the academy's curriculum, its targets, children's attainment and their part in the process of improvement;
- Enable the views of both parents/carers and children to be heard and considered;
- Promote opportunities for networking with others academies, schools and educational institutions.

B. Teaching and learning - to:

- Develop a learning environment and teaching practice which secures effective learning across the breadth of the academy curriculum through a 'quality first teaching' approach; provide effective advice and an outstanding professional model for staff to secure personalised and impactful interventions for identified pupils and specialist support and advice for all staff when dealing with SEND children; provide exemplar support for planning

and assessment to attain high standards of achievement, behaviour and discipline for all pupils;

- To teach classes/ intervention groups etc. as directed by the Headteacher and Deputy Headteacher;
- Support the Headteacher and Deputy Headteacher in the monitoring of the quality of teaching and children's achievement and progress, through the use of accurate record keeping and the sophisticated analysis of performance data;
- Support the Headteacher and Deputy Headteacher in developing links with parents/carers, other schools, educational institutions and the wider community, including business and industry, in order to enhance teaching and learning and children's personal development;
- To lead the academy in its liaison with outside agencies and specialist providers to ensure the academy receives the support it needs to support the progress of all pupils;
- Alongside the Headteacher and Deputy Headteacher to take responsibility for organising and leading weekly/daily acts of Collective Worship;

C. Leading and managing staff - to:

- Support the Headteacher and Deputy Headteacher in developing positive working relationships with and between all staff and provide and sustain motivation;
- As a key member of the academy's Heads' Team to directly manage and appraise the work of staff, including; teaching staff, inclusion staff and staff working within the academy's SEND team. Lead groups of staff in developmental activities, delegating appropriately and evaluating outcomes;
- To work alongside Leaders of Learning and class teachers in identifying groups of underachieving pupils and plan and implement intervention strategies/ SEND strategies; allocating and modelling the effective use of resources and teaching strategies;
- Support staff with implementing Education, Health and Care (EHC) Plans and monitor their effectiveness in supporting identified pupils;
- Successfully manage pupils' health needs within the academy environment;
- Ensure that the academy meets its statutory obligations stated within the 2010 Equality Act;
- Support the Head teacher in the implementation of the academy's 'Appraisal and Performance Management Policies';

D. Effective deployment of staff and resources - to:

- Support the Headteacher and Deputy Headteacher in the appointment, deployment and development of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities;
- Deputise for the Headteacher whenever required, taking responsibility for effectively managing the academy in the absence of the Headteacher and Deputy Headteacher;
- Support the Headteacher in the management and organisation of relevant groupings of children to ensure effective teaching and learning takes place and that children's personal development needs are met;
- Work with the Head teacher, Deputy Headteacher, Academy Business Manager and Governors in establishing priorities for expenditure and monitoring the effectiveness of spending and usage of resources with a view to achieving value for money;
- Have specific responsibility for managing a number of budget areas;
- Organise and monitor class cover for the teaching staff team (in association with the Deputy Headteacher), liaising with both administrative staff, classroom support staff and HLTAs to ensure that classes are covered appropriately;
- Support the Headteacher in ensuring that up to date and accurate information is passed to staff related to daily events and the running of the academy.

E. General - to:

- Take on specific tasks related to the day to day administration and organisation of the academy as directed by the Headteacher and Deputy Headteacher;
- Provide information and advice to the Headteacher and Governing Body and support proper accountability processes throughout the academy;
- Promote equal opportunities within the academy and to seek to ensure the implementation of the 2010 Equality Act;
- To work in partnership with the Headteacher and Deputy Headteacher sharing overall responsibility for pastoral care/ behaviour management throughout the school;
- Take on any additional responsibilities which might from time to time be determined.

F. Specific responsibilities and duties (SENCO) – to:

- Effectively carry out the role of SENCO be the named SENCO for Lisle Marsden CE Primary Academy;
- To be responsible for the day-to-day implementation of the Lisle Marsden CE Primary Academy SEND policy;

- To ensure that Lisle Marsden CE Primary Academy upholds its duties and complies with legislation according to the SEN Code of Practice;
- To co-ordinate, monitor and develop provision for students with SEND according to national and local guidelines, the SEND policy, and academy procedures and policies;
- To develop effective working practices with staff, parents, agencies and the governing body. Including regular reporting of SEND provision and outcomes to the governing body;
- To support the Headteacher to ensure that all teachers plan and teach lessons that are accessible to, and raise attainment of, all students;
- To support all pupils with medical needs, ensuring full integration into Lisle Marsden CE Primary Academy, including maintaining a data base of individual pupil health care plans for all relevant pupils;
- The identification of pupils whose barriers to learning impact on their ability to achieve their potential.
- Monitor individualised programmes of intervention according to pupil need and assessment data;
- The provision of support for learning, including training and support for staff working directly with SEND pupils and staff with responsibility for supporting EHCP pupils;
- The creation and monitoring of an inclusion register including SEND and CLA pupils;
- The effective formulation of, and maintenance of Provision Mapping for individual pupils;
- Ensuring dissemination of information and strategies with regard to pupils who are experiencing barriers to learning. The assessment of pupils for, and the associated paperwork and liaisons related to, the provision of access arrangements for examinations;
- The management of SEND specialist teachers, Lisle Marsden Inclusion and Pupil Wellbeing team, specific teaching assistants and outside agencies.
- Ensuring that pupils with Education Health Care Plans receive their entitlement.
- Effective management of the SEND budget.
- Liaising with: Headteacher, Deputy Headteacher, teachers, teaching assistants, parents/carers and external agencies and Lisle Marsden Childcare Centre.

F. Additional responsibilities and duties

- CLA academy lead, working in close collaboration with LACE, the Virtual Headteacher, staff and Foster Carers to ensure the needs of all pupils designated as 'Looked After' are met. Including the management and formulation of all PEPs.

- To fulfil the role of Deputy Designated Safeguarding Lead, working in close cooperation with the DSL as a key member of the academy's safeguarding team; to ensure all academy safeguarding and Child Protection policies are implemented correctly, including the maintenance of CP record keeping, making timely referrals and positive liaison with all relevant child protection outside agencies and safeguarding partners.
- Pupil Wellbeing lead: Working in close collaboration with the Leader of Learning for 'Distinctive Christian Ethos and Pupil Wellbeing Champion' to directly support pupils' wellbeing needs to achieve our academy vision of 'a life in all its fullness' for all pupils. Ensuring the implementation of the academy's wellbeing policy; directing the work of the Lisle Marsden Pupil Wellbeing Team and working in close collaboration with external agencies such as COMPASS, Young Minds Matter, Educational Psychologists and parents to provide support, guidance and strategies to support vulnerable pupils.

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