

Job Description

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| Job Title: | Assistant Headteacher/SENCo | School Name: | Oliver Goldsmith Primary School |
| Grade and Range: | STPCD - Leadership | Hours: | STPCD |
| Reports to: | Deputy Headteacher, Headteacher, School Governors and Local Authority | Working Pattern: | STPCD |
| | | Supervises: | Lead Teacher and class teachers, support staff and bought in professionals within a Phase (EYFS and KS1 or KS2) |

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| Purpose and context: | <p>To carry out professional duties of a teacher other than a head teacher, as described in the School Teacher's Pay and Conditions Document, including those duties particularly assigned to him/her by the headteacher:</p> <ol style="list-style-type: none"> 1. To assist the headteacher in the leadership and management of the school and in all aspects of school improvement. 2. To take full responsibility for leading and managing learning and teaching within the Phase; identifying, addressing and improving the learning progress and attainment of all children in the Phase. 3. To lead a core area of the school as agreed by the Governors and Headteacher. 4. To carry out teaching duties, as required, in accordance with the school's Policies and the National Curriculum whilst promoting high standards of achievement and professional conduct; acting as a model for all staff. |
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Principle Accountabilities:

1. Leadership and Management (Phase)

- 1.0 To make sure a vision is set for the Phase which is in line with the school vision and direction, setting out very high expectations and with a clear focus on pupil achievement.
OGPS Vision: 'A learning environment that is a climate of excellence; where ambition and challenge lead to outstanding achievement'.
- 1.1 To play a significant role in setting aims and objectives for the area of responsibility contribute these towards the School Improvement.
- 1.2 To inspire, motivate and influence staff and pupils, taking a leading role in modelling and maintaining the aims of the school and the highest standards of teaching, learning and pupil discipline, in line with school policies and practices.
- 1.3 Take the initiative to seek out frequent occasions to contribute to the wider life and ethos of the school, which may include pastoral and whole-school-based projects, extra-curricular activities, advising the SLT, Headteacher or school Governing Body, or undertaking and providing continuing professional development.
- 1.4 To actively offer additional support to colleagues when significantly challenging behaviour is demonstrated.
- 1.5 Have a robust understanding of required levels of attainment, the statutory assessment requirements, how to accurately assess against objectives and skills to moderate effectively. Share this understanding with colleagues.

- 1.6 To seek out opportunities to develop your own and others' professional learning and development, including reading and sharing research, informing practice following visits, training and/or coaching and being reflective with ways to improve.
- 1.7 To work collaboratively with all colleagues to improve the quality of learning and progress in the Phase. This will be evidence based, gathered through: observations, book-looks, data analysis followed by a process of improvement with a continuous cycle of reflection, evaluation, setting next steps, follow-up and follow through. The strategies used in the process of improvement will provide an opportunity to build a highly effective teaching team. You will need to:
 - 1.7.1 Generate very high levels of teamwork, enthusiasm, participation and commitment to learning among pupils and staff.
 - 1.7.2 Address trends and discrepancies in attainment and progress data, discussing findings with colleagues, coach others and collaboratively implement strategies to improve children's progress.
 - 1.7.3 Encourage others to use an extensive range of teaching and learning strategies, including whole-class, group and individual work, incorporating new technologies into these strategies, to improve children's progress and attainment.
 - 1.7.4 Support colleagues to accurately and regularly assess pupils' attainment and to adapt their teaching within lessons according to pupils' responses (Assessment for Learning) and record such assessments in a useful and appropriate way in line with school policy and procedures e.g. Target Tracker.
 - 1.7.5 Rigorously and systematically address underperformance, closing attainment and progress gaps in children's learning and teaching abilities.
- 1.8 To regularly communicate with the Phase and report to the Deputy and Head with regards to children's learning progress and training and development needs of staff.
- 1.9 To be an active member of the School Leadership Team, contributing to whole school development and improvement.
- 1.10 To assist the headteacher in school self-review and evaluation and in the effective school improvement planning and management of school resources to secure improvements.
- 1.11 To actively promote equality of opportunity by assisting the headteacher in ensuring the school's curriculum provides the best possible education for all its pupils, taking into account ethnicity, gender, Special Education Needs, pupils learning English as an Additional Language, disability and others with emotional needs that may affect learning.
- 1.0 To take a leading role in improving the involvement of parents, carers and the community in the life of the school within the Phase and school and ensure all staff communicate very effectively with parents and carers in relation to pupils' achievements and wellbeing.
 - 1.1 To assist the headteacher in all aspects of the day-to day administration and organisation of the school including taking responsibility for agreed areas, e.g. timetables, duty rotas etc.
 - 1.2 To take a significant role in the implementation of the school's performance management/ appraisal policy, to secure school improvement and individual professional development within the Phase.
 - 1.3 To liaise with Governors keeping them informed on all school matters, provide reports and attend meetings
 - 1.4 To participate in recruitment and selection, as agreed with the head teacher.

1. Subject/Curriculum Specific Leadership

- 1.0 Set high standards with the curriculum area; promote and champion the curriculum area; have an uncompromising drive to raise standards in the curriculum area across the school and record these expectations in policy which is shared by all.
- 1.1 Play a leading role in creative curriculum planning and development, ensuring staff throughout the school clearly understand attainment expectations, learning objectives and creative learning opportunities from a skill based, knowledge rich curriculum resource.

- 1.2 To ensure creative curriculum planning secures high standards for all groups including children with SEND, EAL and those from disadvantaged backgrounds as well as extension and challenge; providing for the more able, gifted and talented learners.
- 1.3 Effectively manage a curriculum budget area to ensure the purchasing, storage and timely dissemination of learning resources, matches the needs of children in the school.
- 1.4 Be an exemplar model of teaching for the curriculum area, up-to-date with research and initiatives in the area and willing to demonstrate lessons to colleagues observe and offer advice and run training workshops for staff.
- 1.5 Use and expect others to use subject-specific language accurately and consistently in order to help pupils and staff develop knowledge and understanding of the subject and skills in the subject
- 1.6 Offer a range of curriculum enrichment opportunities, including visiting experts, attending workshops and other developmental activities on- and off-site relating to the curriculum area.
- 1.7 Monitor the learning and progress of children in the curriculum area. Use clear evidence to identify children who are not making expected progress and those who need extending, share findings with staff, discuss and implement strategies for improvement and monitor the difference made, as a result of the change process.
- 1.8 Use action plans to address identified needs within the curriculum area showing clear objectives, by when and measure the difference made.
- 1.9 To take a leading role with implementing strategies across the school to improve children's progress and standards. These may include:
 - 1.9.1 Improving the involvement of parents/carers and the community
 - 1.9.2 Ensuring investigative learning is taking place
 - 1.9.3 Ensuring active learning opportunities are provided for, inside and outside the school
 - 1.9.4 Teamwork and collaboration – ensuring an agreed agenda is in place for the team which exemplifies high expectations, achievement for all; listening and using contributions from colleagues
 - 1.9.5 Exemplary use of the learning environment, including resources, artefacts, props, visitors and children's work displayed in the classroom
 - 1.9.6 High quality follow-up after trips and visits so that they are an integral part of learning and children's progress
 - 1.9.7 Opportunities for children to perform and publish as well as drafting, editing and perfecting work
 - 1.9.8 Use of modern technologies to enhance learning
 - 1.9.9 Teaching children the strategies to overcome being 'stuck' eg. problem solving, risk taking, challenge, perseverance.
 - 1.9.10 Follow-up and follow-through to make sure that change happens where needed.
- 1.10 Be an active participant in the appraisal cycle, ensuing objectives and actions directly relate to whole school priorities laid out in the School Improvement Plan.
- 1.11 Report curriculum specific learning and progress information to the Headteacher, Governors, Local Authority and outside agencies such as Ofsted.
- 1.12 If appropriate, manage teaching support staff in this curriculum area, organizing timetables, rooms, resources and any special celebrations, weeks, assemblies or other events when necessary.

2. Learning and Teaching Responsibilities:

- 2.0** To take responsibility for the welfare and safety of all the children in our care and specifically those in the teacher's own class.
- 2.1** To be a highly effective teacher and raise levels of achievement, ensuring the majority of children in the class make very good progress, regardless of their background or needs.
- 2.2** Manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and co-operation. Use strategies to promote and develop pupils' social, emotional and behavioural skills. Constantly encourage all pupils to participate in and contribute to lessons, and create an atmosphere that is highly conducive to learning.
- 2.3** To collaboratively plan and prepare long, medium and short term work as a member of a team, incorporating imagination and creativity (including homework) to inspire and capture learners.
- 2.4** Swiftly and accurately determine learners' strengths and needs by using clear evidence of children's understanding, as shown in their: books, questioning and contributions.
- 2.5** Following the gathering of evidence of children's understanding (formative and summative assessment), plan and modify teaching to ensure that gaps in children's understanding are closed and all children make expected progress and help colleagues to do the same.
- 2.6** Make very good use of pupils' prior knowledge and backgrounds, the local area and children's responses to key questions to inform further discussion, learning and teaching. (Assessment for Learning)
- 2.7** To adhere to all assessment and reporting arrangements in the school i.e. National assessments, attend parents'/carers' meetings, target tracker etc. and support colleagues with this.
- 2.8** Help pupils understand the different ways they learn and think, imbedding learning attitudes by teaching what to do when children are 'stuck' by using the skills of risk-taking, perseverance, noticing, questioning, listening, collaboration and reflection to be curious learners with aspiration and resilience.
- 2.9** To organize and resource a classroom to the highest standard, to create an effective and creative learning environment which is a model for other teacher's to follow both inside and outside, as appropriate. To use this learning environment as a highly effective too to move children's learning on.
- 2.10** To use a wide and varied range of teaching strategies to enable all children to make significant progress. These strategies would include, at various times:
 - 2.10.1** Investigative learning
 - 2.10.2** Active and practical learning inside and outside of school
 - 2.10.3** Opportunities for language development, including subject specific vocabulary
 - 2.10.4** Highly effective use of resources, artefacts, props and visitors
 - 2.10.5** High quality follow-up learning after visits and trips to make the most of these learning opportunities
 - 2.10.6** Opportunities for drafting, editing and perfecting work – reflection
 - 2.10.7** Opportunities for performance and publishing work
 - 2.10.8** Use of modern technologies to enhance learning
 - 2.10.9** Rigorous and systematic tracking of pupil's understanding
 - 2.10.10** Teamwork and collaboration with colleagues to improve children's learning
 - 2.10.11** Personal research, development and learning to enhance your own practice
 - 2.10.12** Evaluating and reflecting upon your own practice, setting next steps for yourself to improve practice.
- 2.11** To directly line-manage support staff, working in the classroom to make best use of this resource to improve children's learning.
- 2.12** To establish and maintain good relationships with children, parents, colleagues and governors.

- 2.13 To effectively liaise and communicate with colleagues to ensure consistency for the children in your care.
- 2.14 To support pupils with Special Educational Needs, according to the Code of Practice, in liaison with the SEND Co-coordinator.
- 2.15 To be aware of Safeguarding (Keeping Children Safe in Education) and Health and Safety Regulations and ensure that these are carried out.

3. Other duties and responsibilities:

- 3.0 To attend daily and weekly meetings, in accordance with school policy and procedures and to lead such meetings as required.
- 3.1 To take assemblies and to support other staff with assemblies.
- 3.2 To prepare and present reports, as required to, e.g. governors, LEA officers, parents, outside agencies.
- 3.3 To attend occasional meetings during evening hours, or in school holidays, as required.

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| <p>General Statements</p> | <ul style="list-style-type: none"> ▪ If a teaching position this is governed by the National Agreement on School Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors. ▪ Required to carry out all reasonable duties and responsibilities of the post in accordance with the Councils' policies and procedures and standing orders. ▪ Enactment of Health and Safety requirements and initiatives as appropriate ▪ All employees are required to declare any conflict of interest that may arise before or during their employment. ▪ Any outside activities, either paid or unpaid, must not in the view of the School conflict with or react detrimentally to the Authority's interest, or in any way weaken public confidence in the conduct of the School's business. ▪ Undergo and meet school conditions for a satisfactory enhanced DBS check. ▪ Must comply with all equality legislation, policies and procedures; actively promote ways of eradicating and challenging racism, prejudice and discrimination through the School's policies and procedures. ▪ To have due regard for safeguarding and promoting the welfare of children and young people, and to follow the child protection procedures adopted by the Southwark Safeguarding Children Board. ▪ Ensuring work is line with the School's Green Commitment Policy goals. ▪ Being aware of responsibilities under the Data Protection act for the security, accuracy and relevance of information held and maintained. ▪ Treating all information acquired through your employment, both formally and informally, in strict confidence ▪ To demonstrate a commitment to good customer care. ▪ Any other duties of an appropriate level and nature will also be required. |
| <p>To contribute as an effective and collaborative member of the School Team</p> | <ul style="list-style-type: none"> ▪ Participating in training to be able to demonstrate competence. ▪ Participating in first aid training as required. ▪ Participating in the ongoing development, implementation and monitoring of the service plans. ▪ Contributing in meetings and being a supportive member of the school team. ▪ |

Practical Expectations:

Every day

- Observe and address any day-to-day issues e.g. uniform, general behaviour, health and safety etc.
- Ensure that any new staff, N.Q.T's and supply staff are fully supported.
- Be visible in the playground before, during and after school.
- Model the highest expectations of teaching, learning and behaviour.
- Inform staff of absences, support with splitting classes, trips and other events in the Phase.

Every week

- Have a brief catch up with every member of team and meet with any NQT being mentored.
- Prepare for, attend and actively contribute towards Senior Leadership Team Meetings
- Ensure any parental enquiries or issues have been addressed by the Lead Teachers and support if necessary.
- Give Admin staff photos, articles or notices for the website and newsletter relating to your areas of responsibility.
- Feed relevant information to the SENCo, Safeguarding Lead, Inclusion Leader or other relevant bodies.
- Update the school diary with events for the future.

Every half-term

- Lead one-two Phase meetings, with the core purpose of improving learning for children.
- Carry out monitoring and evaluation work in line with an action plan. This might include, for example, looking at children's work, observing lessons, feedback and coaching with staff.
- Evaluate planning monitoring undertaken by Lead Teachers and use findings to plan next steps
- Contribute towards staff AOB items, keeping staff informed with recent training, practice, opportunities and strategies relating to areas of responsibility.
- Check timetables and rooms for your area and up-date accordingly.
- Have a tidy-up of resources in shared areas.
- Support with the management and organisation of your Phase and school by such things as: timetabling, rotas, meeting planners etc...

Every term

- Conduct a review of pupil progress data across the Phase and ensure all data is inputted onto school data systems.
- Evaluate the data review from Lead Teachers, seeking ways to address developing trends and key issues
- Following consultation with the Lead teacher, run one workshop for relevant support staff to develop strategies to improve children's learning.
- Keep an evidence based Phase folder up-to-date showing: what you have noticed, what you have done about it and improvements as a result.
- Review your budget area/s (where relevant) with the School Business Manager, so you have a clear idea of spending and available money for resourcing.
- Contribute (when required) to a curriculum planning team, making sure that skills are broken-down appropriately for various age/ability children and progressive up the school and knowledge is developed and appropriate for various aged children.
- If you are the Curriculum Leader, take an active part in ensuring creative curriculum development improves learning and progress for children, is clear, monitored and evaluated appropriately.
- Attend and contribute towards Full Governor and/or committee Meetings as required.
- Contribute towards updating school evidence folders appropriately eg. Staff Monitoring folders, Ofsted Evidence Folders.

Every year

- In the Summer Term review your action plan and draft a plan for the new year.
- Inform staff of national summative arrangements and support with smooth administering.
- Ensure a thorough analysis of progress and attainment and teaching is given to the headteacher to help in self-evaluation for the year ahead.
- Get feedback from staff through a questionnaire regarding your area/s of responsibility, your leadership and their needs for the future.
- Write an impact report for the Headteacher and Governors.
- Support with timetabling of your area of responsibility (where required)
- Appraise and review staff from your Phase, in line with school Appraisal and Performance Management policy and procedures with the primary intention of improving children's learning and progress.
- Have a thorough declutter of resources throughout the school which relate to your area of responsibility. Make space to accommodate, organise logically, clearly label and inform staff of availability of resources. List, order and purchase new resources in line with curriculum/learning requirements.
- Attend and contribute towards two School Evaluation and Improvement days (Leadership Days).

Person Specification

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| Job Title: | Assistant Headteacher | School Name: | Oliver Goldsmith Primary School |
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| | | Essential (E) or Desirable (D) | How assessed (A / I / T) |
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| Knowledge / qualifications : | <ul style="list-style-type: none"> ▪ Recognised by the DfE as holding qualified teacher status. ▪ Educated to degree level or equivalent ▪ To have evidence of continuing and recent professional development relevant to the post. ▪ Knowledge of equality of opportunity issues and how they can be addressed in schools. ▪ An excellent understanding of current theory and practice of best practice in teaching and learning, particularly as it relates to achieving high rates of progress of children of primary age. ▪ To have a thorough knowledge of what being strategic means. ▪ To have knowledge and skills with implementing rigorous evidence based systems for improving children’s progress and attainment. ▪ Good up to date understanding of child protection issues and procedures. ▪ An understanding of the role of parents and the community in school improvement and how this can be promoted and developed ▪ To know how to build a highly successful team ▪ To know how to be focused towards school priorities to secure children’s progress. ▪ To know how to hold staff to account using evidence, with clear follow-up and follow –through to secure change. | <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> | <p>A</p> <p>A</p> <p>A</p> <p>I</p> <p>A/I</p> <p>I/T</p> <p>I/T</p> <p>A</p> <p>I/T</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> |

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| Special conditions: | <ul style="list-style-type: none"> ▪ Motivated to work with children & young people. ▪ Ability to form & monitor appropriate relationship & personal boundaries with children & young people. ▪ Emotional resilience in working with challenging behaviours. ▪ Appropriate attitudes to use of authority & maintaining discipline. ▪ The post-holder may be required to work outside of normal school hours on occasion, with due notice. ▪ To undergo an enhanced DBS check – individuals on the children’s (and adults where relevant) barred list should not apply. ▪ An understanding of the principles of Keeping Children Safe in Education 2015 and a commitment to ensuring the health, safety and wellbeing of all children. | E E E E E E E | |
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