



**Assistant Headteacher**

**Brompton Hall School**

**Job Description & Person Specification**



**Resourcing  
Solutions**

## JOB DESCRIPTION

**Job Title:** Assistant Headteacher  
**Salary Scale:** Leadership spine 3-7  
**Responsible to:** Headteacher  
**Location:** Brompton Hall School

### **DIGNITY AT WORK:**

To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust.

### **PURPOSE:**

- To work in close partnership with the Headteacher, staff and governors to lead an effective and dynamic setting.
- To ensure the highest possible quality of education, range of educational opportunities and standards of attainment for all pupils;
- To develop supportive relationships and positive liaison with parents, the local community and neighbouring school;
- To take responsibility for day to day running of the settings in the brief absence of the Headteacher.

### **ACCOUNTABILITES:**

1. To promote and safeguard the welfare of children, young people and/or vulnerable adults.
2. **Leadership and Management**
  - To deputise for the Headteacher in the event of their brief absence or unavailability, by carrying out leadership and management tasks in accordance with school policy and practice.
  - To assist, as part of the Senior Leadership Team, shaping a vision and direction for the settings, creating high expectations and with a clear focus on pupil achievement.
  - To play a significant role in setting aims and objectives for the school and in formulating the School Improvement Plan along with the Headteacher, governors and other senior staff.
  - To take responsibility for developing and monitoring policy and practice as laid down in the School Improvement Plan, and in agreement with the Headteacher.
  - To support implementation and management of whole school safeguarding practices as part of a wider DSL team
  - To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.
  - To be an excellent role model for all members of staff and for pupils in all aspects of school life.
  - To take a leading role in improving the involvement of parents, carers and the community in the life of the academies.
  - To provide effective leadership and management to team/teams of staff, as agreed with the Headteacher.
  - To take full responsibility for leading and managing one or more major aspects of the academies' curriculum provision, as agreed with the Headteacher and governing body.
  - To take a lead in determining and monitoring the whole school curriculum including the creative curriculum
  - To assist the Headteacher in self review and evaluation and in the effective planning and management of resources to secure improvements.
  - To maintain an informed view of standards and of the quality of teaching across the academies by monitoring pupils' work and teachers' planning and teaching.
  - To provide guidance and support to staff in order to improve the quality of teaching and learning.
  - 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.
  - To assist the Headteacher in all aspects of the day-to day administration and organisation, as agreed with the Headteacher, including taking responsibility for agreed areas, e.g. timetables, duty rotas etc.
  - To take a significant role in the implementation of the performance management policy, to secure school improvement and individual professional development.
  - To participate in recruitment and selection, as agreed with the Headteacher.

### **3. Leading Teaching and Learning:**

- To carry out a teaching commitment.
- To take the lead role within a Key Stage at Brompton Hall School
- To provide leadership and support for colleagues (teachers and assistants) with regard to teaching and learning the curriculum, including:
  - Supporting staff to attain their CPD
  - Managing the planning and delivery of the curriculum across the setting, including developing schemes of work and medium-term plans.
  - Supporting subject leaders in developing their role, in particular to raising Standards for staff short term, medium term and long term planning.
  - Organising and delivering training to staff on school improvement e.g. assessment
  - Supporting school staff in the use of assessment information to inform teaching and learning.
  - Supporting the induction of newly qualified and less experienced staff and /or supply teachers.
  - Providing in-class support to staff, through demonstration lessons, team teaching, observations and feedback.
- To undertake a significant role in maintaining high standard of pupils' behaviour and discipline, within the framework of the academies' policy and supporting other staff as necessary.
- To liaise effectively with parents and carers to ensure good relationships between school and home in order to improve teaching, learning and behaviour.

### **4. Strengthening Community Involvement:**

- Help the Senior Leadership Team to build a culture and curriculum which takes account of the richness and diversity of the community.
- Create and promote positive strategies for developing good race relations and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community which celebrates cultural diversity.
- Further develop community based learning experiences.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.
- To carry out home visits when required.

### **5. Inclusion, Equity and Entitlement:**

- Help the Senior Leadership Team build a culture and curriculum which takes account of the richness and diversity of the community.
- Create and promote positive strategies for developing good race relations and dealing with racial harassment.
- Ensure learning experiences for students are linked into and integrated with the wider community and celebrate cultural diversity.
- Collaborate with other agencies in providing for the intellectual, spiritual, moral, social and cultural wellbeing of the students and their families.

### **6. Other Duties and Responsibilities**

- To attend daily and weekly meetings, in accordance with policy and to lead such meetings as required.
- To take assemblies and to support other staff with assemblies.
- To prepare and present reports, as required to, e.g. governors, parents, outside agencies.
- To attend occasional meetings during evening hours, at weekends or in school holidays, as required.
- To drive the school bus.

<b>DIMENSIONS:</b>	
<b>1. Responsibility for Staff:</b>	<ul style="list-style-type: none"> <li>To provide leadership and support for colleagues (teachers and teaching assistants) with regard to teaching and learning and the curriculum.</li> <li>To take a significant role in the implementation of the performance management policy, to secure school improvement and individual professional development.</li> <li>To participate in recruitment and selection, as agreed with the Headteacher.</li> </ul>
<b>2. Responsibility for Customers/Clients:</b>	<ul style="list-style-type: none"> <li>The job impacts on all students, parents and the community, in relation to all of the Headteacher accountabilities.</li> <li>To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.</li> <li>To take a leading role in improving the involvement of parents, carers and the community in the life of the school.</li> </ul>
<b>3. Responsibility for Budgets:</b>	<ul style="list-style-type: none"> <li>To assist the Headteacher and governors in annual budget planning and monitoring.</li> <li>To be aware to the restraints on the school budget and assist with management of the budget.</li> </ul>
<b>4. Responsibility for Physical Resources:</b>	<ul style="list-style-type: none"> <li>To advise on the resource needs and help co-ordinate these resources.</li> </ul>
<b>WORKING RELATIONSHIPS:</b>	
<b>1. Within school:</b>	<ul style="list-style-type: none"> <li>Ability to establish good professional relationships and effective working relationships with a range of partners colleagues and pupils at a variety of levels.</li> <li>Ability to effectively manage, motivate and support all staff promoting personal accountability and responsibility.</li> </ul>
<b>3. With External Bodies</b>	<ul style="list-style-type: none"> <li>Collaborate with other agencies in providing for the educational, intellectual, spiritual, moral, social and cultural wellbeing of the students and their families.</li> </ul>

PERSON SPECIFICATION		Tick relevant column		List code/s*
		Essential	Desirable	How identified
*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation, O = Observation				
<b>1.</b>	<b>Qualifications:</b>			
	Qualified Teacher Status	X		AF & CQ
	Degree level qualification (or equivalent)	X		AF & CQ
	Evidence of recent and relevant professional development	X		AF
	SENCO qualification		X	AF
<b>2.</b>	<b>Relevant Experience:</b>			
	Developing, monitoring and evaluating an aspect of school provision	X		AF
	School leadership experience and management experience	X		AF
	Experience of identifying development needs and providing support through mentoring and coaching	X		AF
	The ability and experience to be able to lead on a core subject area.	X		AF
	Successful teaching observations.	X		AF, O
	Successful teaching of pupils with additional needs	X		AF
Proven track record of working with pupils with mental health.	X		AF	

<b>3. Skills (including thinking challenge/mental demands):</b>			
Motivation to work with children with special needs	X		I & R
Understanding of the role of the Assistant Head and ability to lead by example	X		I & R
Ability to form and maintain appropriate relationships and personal boundaries with children	X		I & R
Clear understanding of the inclusion agenda, including equal opportunities and special needs	X		AF
Evidence of ability to evaluate and plan action as a result of monitoring and evaluation, including lesson observation and feedback	X		AF & I
Involvement in leading performance management		X	AF
Awareness of Health and Safety issues		X	AF
<b>4. Knowledge:</b>			
A knowledge and commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults	X		AF
Good knowledge of issues related to the educational standards of attainment and achievement of different groups of pupils and the use of data to identify areas for development	X		I & R
Thorough understanding of Assessment for Learning	X		I & R
Understanding of the SEND Code of Practise	X		AF & I
Understanding the use of ICT in education.	X		I & R
<b>5. Interpersonal/Communication Skills:</b>			
<b>Verbal Skills</b>			
Ability to establish professional, effective working relationships with a range of partners/colleagues and children/young people and vulnerable adults	X		I & R
Ability to effectively manage, motivate and support all staff, promoting personal accountability and responsibility	X		I & R
Interest and willingness to be involved in extra-curricular activities	X		I
Awareness of other agencies/ partnerships and how they can support the academies		X	I
High level of drive, initiative, enthusiasm and positive thinking	X		I
<b>Written Skills</b>			
Excellent communication skills – written, verbal and ICT	X		AF
<b>6. Other:</b>			
Good time management with the ability to set and work to deadlines	X		I & R
Commitment to providing a high-quality service to the academies	X		I & R
Commitment to inclusive practice	X		I & R
Commitment to own CPD – eg NPQH/NPQSL/SENCO qualification			
<b>7. Additional Requirements:</b>			
The postholder must be flexible to ensure the operational needs of the school are met.	X		
Supportive reference from <b>current</b> employer	X		R
<b>8. Disclosure of Criminal Record:</b>			
The successful candidate's appointment will be subject to the Council obtaining a satisfactory Enhanced Disclosure from the Criminal Records Bureau	X		DBS Disclosure
If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	X		AF(after short listing)

## Policy Statement on the Recruitment of Ex-offenders (Source [www.gov.uk](http://www.gov.uk))

1. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), this school complies fully with the DBS [code of practice](#) and undertakes to treat all applicants for positions fairly.
2. This school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
3. This school can only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.
4. This school is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
5. This school has this written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
6. This school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. Candidates are selected for interview based on their skills, qualifications and experience and criminal record information is only requested from short-listed candidates.
7. A disclosure is only requested from the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that a DBS certificate will be requested in the event of the individual being offered the position.
8. This school ensures that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
9. This school also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
10. At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
11. This school makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request.

This school undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment