

# Nottingham City Council – Rosehill School

## Assistant Head Teacher Job Description



Nottingham  
City Schools



**Job title:** Assistant Head Teacher (with Teaching Responsibility and Designated Safeguarding Lead Role)

**Grading:** Leadership L8 – L12

**Responsible to:** The Governing Body, Head Teacher and Deputy Head Teacher as line manager and support

**Contract type:** Permanent

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### Main duties and responsibilities:

The Assistant Head Teacher will support the Head Teacher in:

- Working with the Governing Body and Senior Leadership Team to promote and implement the strategic vision, values and aims of the school and to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Demonstrating the school's values in everyday work and practice
- Assisting with the rigorous monitoring and evaluation of school performance and standards and identification of priorities that promote and sustain continuous improvement in the school
- Supporting and promoting robust systems for safeguarding and health and safety
- Creating a stimulating, nurturing, happy, safe and productive learning environment that is engaging and fulfilling for all pupils
- Ensuring the curriculum is broad, balanced and underpinned by the schools' principles of curriculum design
- Providing leadership at whole school level
- Being responsible for management of day-to-day operations within a key stage phase and co-ordination of specific provision to support individual pupils within the designated department, as set out below
- Leading a curriculum area of learning and experience and subject area/s (as agreed with the Head Teacher)
- Establishing and overseeing key policies, as agreed with the Head Teacher
- Taking a lead in promoting the pastoral and wellbeing support systems present across the school
- Assisting with the recruitment, induction, retention and daily organisation of staffing deployment across the school in conjunction with the Administration Team
- Coordinating and leading education, health and care plan (EHCP) reviews with parents/ carers, pupils and extended services
- Ensuring effective and efficient organisation and administration of the school
- Leading on agreed areas of training and CPD, providing professional guidance to colleagues

- Maintaining and developing positive and supported relationships with parents/ carers and external organisations
- Organising whole school events, such as parents' meetings, educational visits, residential and fayres
- Leading assemblies, where appropriate
- Taking an active role in working with Nottingham Schools Trust and implementing Trust wide plans

The Assistant Head Teacher will have a timetabled teaching commitment, complying with the Teachers' Standards and modelling best practice for others. They will act as a Deputy Designated Safeguarding Lead, being given the time, funding, training, resources, status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children.

They may also be required to undertake any of the duties delegated by the headteacher.

This job description will be supported by the school development plan which will identify key distinct tasks and responsibilities for this role in the school year, as outlined within the Senior Leadership Team Roles and Responsibilities Structure. These will be derived from ongoing school self-evaluation and other local/national priorities.

### **Qualities**

The Assistant Head Teacher will:

- Be committed to raising standards for all pupils
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Have a good knowledge of the SEN Code of Practice, its application within schools and interventions for a range of SEN
- Be a champion of SEND across the school and be an excellent teacher of SEND
- Regularly self-evaluate, set personal targets and take responsibility for their own personal professional development, keeping up to date with developments in education – particularly those related to SEND and Inclusion through local area/ Trust meetings and research

Under the direction of the Head Teacher or Deputy Head Teacher, the Assistant Head Teacher will work to the following areas.

### **Leading teaching and learning**

- Have an excellent record of classroom practice and high expectations of all pupils in our inclusive school
- Have excellent leadership qualities and vision to build on our successes to date
- Promote improvement strategies and provide inspiration and strategic leadership to the teaching team to ensure that the school delivers the highest standards of teaching and learning
- Ensure a culture and ethos of challenge and support where all pupils achieve success and become engaged in their learning

- Ensure strategies for inclusion, diversity and curriculum access are in place and embedded
- Demonstrate and articulate high expectations, and high standards of behaviour and attendance
- Maintain and implement strategic plans in relation the areas of curriculum leadership and school improvement responsibility. Monitor, evaluate and review the agreed areas for both quality and value for money
- Deliver a structured programme of activities to enable a continuous process of monitoring, evaluation and review of classroom practice and promoting improvement strategies, challenging under performance and ensuring corrective action
- Ensure that pupils feel happy, safe, and supported, have their voice listened to and heard and have all barriers to their learning and progress addressed
- Provide strategic leadership of the use of assessment and data systems used in the school and ensure that on-going teacher assessments are secure and robust within agreed areas
- Ensure a consistent and continuous school-wide focus on pupils' achievement - using data and benchmarks to monitor the progress of pupils throughout the year, identifying gaps and any underachievement and providing intervention plans as required

### **Staff management and professional development**

- Support the Head Teacher to ensure that organisational structure reflects the school's values, and enables management processes to work effectively
- Lead by example and inspire, motivate, challenge and support an enthusiastic team of support staff, generating effective working relationships at all levels
- Maximise the contribution of all staff to improve the quality of education provided and standards achieved
- Act as a role model for the highest professional standards and behaviours
- Performance manage staff, including carrying out appraisals and holding staff to account for their performance, in line with schools' performance management policies and procedures
- Demonstrate the highest expectations to staff and learners and be committed to the wellbeing and welfare of pupils and staff
- Ensure effective planning, co-ordination, support and evaluation, ensuring clear delegation of tasks and devolution of responsibilities through the management tiers
- Demonstrate commitment to good work life balance through modelling good practice and considering the impact of decisions on workload across the school workforce
- Recruit, retain and deploy staff appropriately
- Under the direction of the Deputy Head Teacher ensure staff have access to appropriate, high-standard professional development opportunities

### **Phase Leader responsibilities**

- Ensure the efficient and smooth running of the Key Stage Phase; timetabling, rotas, staff briefings, meetings, assemblies, lunchtime activities, events and general organisation of resources and the environment
- Day-to-day line management of all staff within the phase; including, Performance Management and allocated HR tasks as set by the Head Teacher

- Act as a positive role model, promote teamwork, and motivate staff to ensure effective working relationships
- Organise whole school events such as performances, parent meetings and fayres
- Contribute to the development of extra-curricular clubs and enrichment links with partners
- Liaise with Governors and school improvement teams as appropriate, keeping them informed of strategy, initiatives, curriculum development and pupil progress
- Develop, improve and review phase initiatives in line with the school's budget
- Monitor and review the curricular provision in the phase in terms of:
  - Pupil progress through the analysis of data ensuring information is used for planning and target setting
  - Ensure completion and transfer of records and implementation of all policies
  - Quality of teaching and learning with responsibility for improved pupil outcomes including lesson observations, learning walks, book/work scrutinises
  - Report Key Stage progress and attainment to key stakeholders.
- Take a lead in embedding, within the key stage phase, the schools wellbeing and behavioural support systems
- To ensure induction of new staff and to act as a mentor for staff and visitors within the phase area. This will include ECT/ Apprentice mentoring, as required
- Conduct consultations and admissions
- Make referrals, lead multi agency meetings and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists

### **Financial compliance and health & safety**

- Support the management of the school's finances, by organising, purchasing and monitoring resources, within agreed areas
- Provide inputs to development of the annual and projected yearly budgets
- Assist with setting appropriate priorities for expenditure and allocation of funds
- Ensure that the site provides a positive and safe environment which promotes wellbeing and high achievement for everyone at the school

### **Governance, accountability and working in partnership**

- Work with the Governing Body, NST and Local Authority, as appropriate
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
- Support the Head Teacher and Deputy Head Teacher in the rigorous review and evaluation through quality assurance processes

### **Designated Safeguarding Lead role (DSL) - Safeguarding and promoting the welfare of children and young people**

- Take responsibility for promoting and safeguarding the welfare of children and young people within the school, including acting as one of the school's deputy DSL's
- In the event of the Lead DSL being unavailable, there may be occasions where you are required to fulfil the role of the Lead DSL

- Promote and protect the health, safety and welfare of pupils and staff
- Provide advice, guidance, support and training to staff employed within the school about their individual safeguarding responsibilities
- Ensure the welfare of children and young people is safeguarded and promoted in line with the DSL role, current best practice and LA Safeguarding Partners/Social Care and other relevant services
- Support the recruitment and interview process of new staff in line with safer recruitment policies and procedures
- To be given the time, funding, training, resources, status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children and young people
- Be available for staff to discuss any safeguarding concerns
- Refer all cases of suspected abuse of any pupil at the School to children's social care
- Take part in strategy discussions and inter-agency meetings and/or to support other staff to do so and to contribute to the assessment of children/ young people
- Ensuring that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this
- The DSL should receive appropriate child protection training every two years (and refresh their knowledge and skills through network meetings, email updates and documents on an ongoing basis) in order to:
  - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
  - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff, for whom they line manage, has access to and understands the School's child protection policy and procedures, especially new and part-time staff
- Be alert to the specific needs of children/young people in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the school with regard to the Prevent Duty, FGM and other local themes and areas of priority. Providing advice and support to staff on protecting children from the risk of radicalisation, FGM and exploitation
- Encourage a culture of listening to children/young people and taking account of their wishes and feelings, amongst all staff, in any measures the School may put in place to protect them.

Signature of Post Holder \_\_\_\_\_ Date \_\_\_\_\_

Signature of Headteacher \_\_\_\_\_ Date \_\_\_\_\_

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## Assistant Head Teacher Person Specification



This person specification should be read in conjunction with the latest *School Teachers' Pay and Conditions Document*. It may be modified by the Head Teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
Qualified teacher status	√	
Recent middle/ senior leadership training	√	
Evidence of own professional development in the field of SEN and or inclusion		√
A commitment to further professional development	√	
<b>Experience of</b>		
Recent experience of working successfully as a senior/ middle leader in a school		
Successful class teaching in the Primary Phase and at least one other Phase	√	
At least 2 years successful experience within the SEND sector/ specific provision which supports individual pupils with SEN or a disability	√	
Raising standards	√	
Inclusion and safeguarding (e.g.: Designated Lead, Safer Recruitment)		√
Evidence of wider whole school responsibilities/ strategic planning/ school self-review		√
Leadership of core subject areas	√	
Experience of working with external agencies and professionals	√	
Experience of attending annual reviews/ multi agency meetings/ handling of referrals and associated assessments	√	
Working with and involving school Governors		√
<b>Professional Knowledge and Understanding</b>		
The SEND Code of Practice	√	
Quality first teaching	√	
Curriculum design/ development		√
Embedding effective behaviour and teaching strategies	√	
Up to date knowledge of statutory regulations, including understanding of OFSTED requirements	√	
Working as a team to solve problems	√	
<b>Skills</b>		
Seek and take advice from senior leaders/ key professionals	√	
Manage his/her time affectively	√	
Work collaboratively with others	√	
Analyse and interpret data	√	
Maintaining accurate records/ writing action plans and reports	√	

<b>Demonstrate experience of and commitment to</b>		
Extremely well organised	√	
Passionate about teaching and learning	√	
Motivating self and others	√	
Reflective practitioner	√	
Staying calm under pressure	√	
Having excellent communication skills	√	
Be approachable and have a sense of humour	√	
Promoting equality	√	
Promoting the school's vision and ethos	√	
Stimulating and creative learning environments	√	
Safeguarding and child protection	√	

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