Job Description: Assistant Head Teacher

Job Title: Assistant Head Teacher

Pay Scale: L 7 -L11

Job Purpose: Inclusion (SENDCo/DSL)

To make strategic evaluations of teaching, learning, personnel, finance and premises issues as a supportive and well-motivated team member.

Duties and Responsibilities: (No whole class teaching responsibility. However at times you <u>may</u> be required to teach small SEN focus groups).

The Assistant Head Teacher will:

- Lead the provision for children with SEND across school
- act as Designated Safe Guarding Lead for Child Protection
- uphold the core values of the Leadership Team, and the school and their practical expression;
- contribute to leadership decisions on all aspects of policy, development and organisation;
- monitor and evaluate the achievement and attainment of vulnerable pupils and other identified groups throughout the school;
- liaise with the Governors, when appropriate, to facilitate their overview of school leadership;
- liaise with the School Business Manger to ensure that statutory obligations for safeguarding are in place
- share responsibility for the leadership of the school in the absence of the Head Teacher or Deputy Head Teacher
- lead by example as a teacher and as a leader;
- support all staff in the implementation of policy and procedures for Safeguarding, and Inclusion;
- lead and facilitate CPD for staff linked to Safeguarding and SEND;
- keep up to date with current developments and procedures for safeguarding and Inclusion;
- attend SLT meetings as required, and report back to staff when necessary.

SignedAHTHT Date:

Person Specification: Assistant Head Teacher

Text in square brackets indicates details to be filled in.

Essential	Desirable
Qualified Teacher status	Degree-level qualification
	NCSL training
	SENDCo qualification
The Assistant Head Teacher should have experience of:	In addition, the Assistant Head Teacher might have
teaching throughout a key stage;	experience of:
proven leadership track record;	teaching throughout the primary phase
being in a post of responsibility for an area of leadership	
(middle or senior) in a school for at least two years;	
participating in leadership and management	
The Assistant Head Teacher should have knowledge and understanding of:	In addition, the Assistant Head Teacher might have knowledge and understanding of:
whole-school issues and their strategic leadership;	the Ofsted framework and the place of self-evaluation;
Be prepared to achieve an award in Special Educational Needs coordination (if not already the holder of such an	school finance systems;
award);	school assessment data and pupil tracking systems
the role of the leadership group within the school;	SENDCo qualification (or evidence of working towards)
curriculum leadership and the school's duty to provide for the needs of all pupils;	
the need to work within financial constraints, and to apply best-value principles;	
	Qualified Teacher status The Assistant Head Teacher should have experience of: teaching throughout a key stage; proven leadership track record; being in a post of responsibility for an area of leadership (middle or senior) in a school for at least two years; participating in leadership and management The Assistant Head Teacher should have knowledge and understanding of: whole-school issues and their strategic leadership; Be prepared to achieve an award in Special Educational Needs coordination (if not already the holder of such an award); the role of the leadership group within the school; curriculum leadership and the school's duty to provide for the needs of all pupils; the need to work within financial constraints, and to apply

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Skills	The Assistant Head Teacher will be able to:	In addition, the Assistant Head Teacher might be able to:
	communicate effectively (both orally and in writing) to a variety of audiences;	work with governors and/or parent groups;
	show evidence of good interpersonal skills as a team member, and in handling sensitive situations in a wider context;	provide school-based INSET; encourage staff to surpass their own expectations
	establish good working relationships throughout the school community;	
	promote the SENDCo role effectively within the school, setting targets tailored to individual pupil needs;	
	promote the school's aims positively, and use strategies to monitor motivation and morale;	
	motivate others to achieve their best, and enhance their self- esteem	
Personal characteristics	Good sense of humour	
	Clear-sighted	
	Creatively thinking	
	Determined	
	Open-minded	
	Positive	
	Team Player	