

JD**Assistant Headteacher**

Responsible for: The Christian formation, pastoral care, academic progress, discipline and general supervision of all students, with a particular focus on students within the Sixth Form.

Line Manager: Headteacher

TASKS**A Collective leadership of the School**

1. To be a member of the Leadership Team and contribute to the decision-making process.
2. To support the Catholicity and Mission of the School and its values, liturgical and spiritual life and strive to ensure that decisions and actions are in keeping with the values of the Gospel and the teaching of the Catholic Church.
3. To support the worship within the school and lead assemblies and other liturgies as appropriate.
4. To provide professional leadership and a role model within the school community.
5. To exercise responsibility for the day-to-day management, discipline and organisation of the school, and to ensure that these functions enable it to meet its aims and targets.
6. To create an environment and code of behaviour that promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline.
7. To attend all Leadership Team meetings and training.
8. To assist in the production of the School Improvement Plan.
9. To attend relevant governing body meetings and governors' committee meetings.
10. To establish with parents and effective partnership that contributes to and supports the students' work.
11. To line manage particular Heads of Department through
 - Regular meetings and the performance management cycle.
 - Providing advice and support with subject-specific issues and matters of personnel and pupil progress and behaviour
 - Providing another channel of communication between the department and the LT
 - Supporting the monitoring and the implementation of whole school policies and procedures
 - To deal with pupil referrals

B Key Accountabilities:

Qualities and Knowledge

1. To hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
2. To demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. To lead by example – with integrity, creativity, resilience and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
4. To sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. With the headteacher, to communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff

1. To demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. To help secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. To help establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. To help create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. To help identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. To help hold all staff to account for their professional conduct and practice.

Systems and Process

1. To help ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. To help provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

3. To help establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. To help the Headteacher and School Business Manager exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
5. To help distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The Self-Improving School System

1. To help create outward-facing schools which work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. To develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. To help challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. To help shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. To model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. To inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young peoples' lives and to promote the value of education.

Accountable to:

Headteacher and Local Governing Committee

ASSISTANT HEADTEACHER

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Graduate QTS 	<ul style="list-style-type: none"> Further professional study
Experience	<ul style="list-style-type: none"> Involved in whole school initiative(s) or having a whole-school responsibility Taught in at least two schools across the whole ability range and at all key stages Successful 'middle' leader, overseeing improvement in pupil achievement Managing the organisation, planning and delivery of aspects of the curriculum Involved in the delivery of CPD Managing resources and keeping to budget 	<ul style="list-style-type: none"> Leading whole school initiative(s) Having vocational education experience
Professional Qualities	<ul style="list-style-type: none"> Effective leadership qualities (see 'Leadership Attributes') Good classroom practitioner Ability to recognise effective teaching and share good practice Good time management Good interpersonal skills Good ICT skills Good presentational skills 	<ul style="list-style-type: none"> Potential to progress to deputy headship
Knowledge and understanding	<ul style="list-style-type: none"> Understand the principles and strategies involved in effective learning and teaching Understand the principles involved in personalising learning and the importance of learner engagement Knowledge of current educational issues Understand how data can be used to raise attainment and achievement Understand how ICT can be used to improve learning Understand the issues relating to the ECM agenda 	<ul style="list-style-type: none"> Knowledge of how learning platforms and virtual schools operate Understand the role of Catholic schools in the mission of the Church
Values	<ul style="list-style-type: none"> A committed Christian Sympathy with the Catholic ethos of the school and the values of the Gospel A passion for learning and teaching A desire to learn and develop professionally A commitment to working with and for the community 	<ul style="list-style-type: none"> Involvement in extra-curricular activities
Personal qualities	<ul style="list-style-type: none"> Self-motivated, hard-working, enthusiastic Imaginative, prepared to take risks Ready to commit to the tasks beyond the working day Loyalty to the team and to the school Good health and attendance record Able to work under pressure 	