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| **Post Description:** | | | |
| **Post title:** | **Assistant Headteacher Raising Standards** | | |
| **Responsible to:** | Executive Headteacher; Head of Behaviour for Learning | | |
| **Liaising with:** | Head of Behaviour for Learning | | |
| **Pay range:** | L11-15 | | |
| **Contract terms:** | Permanent, full-time | | |
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| **Overall responsibilities**  The Assistant Headteacher Raising Standards has a vital role to play in bringing to life the meaning of the DNA of NIA in the context of the wider #EMATter teaching and learning framework and values and will provide focused leadership for the school to ensure excellent provision and outcomes for all pupils, working closely with and under the direction of the Executive Headteacher and the Head of Behaviour for Learning, to secure success and improvement for the Academy. | | | |
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| **Strategic direction and development of the Academy**  The Assistant Headteacher Raising Standards will:   * actively contribute to effective strategic leadership of the Academy by ensuring all staff understand their responsibilities in relation to pupil progress and understand that progress is central to the Academy’s work. * work with the Head of Behaviour for Learning to ensure the Academy’s T&L strategy secures the highest possible outcomes for pupils. * work with the SLT to strategically motivate, support, develop and challenge all staff to secure continual improvement to ensure the quality of education is of the highest possible standard. * Strategically lead staff training and professional development to secure high-quality teaching that meets pupils’ current and developing needs and enables pupils to access the Academy’s ambitious curriculum. * lead and plan a strategic cycle and schedule of monitoring, evaluation, and review of pupil progress; to embed effective quality assurance of provision. * ensure accurate mapping of pupils’ progress, and interventions to secure the highest possible outcomes for pupils. * ensure tracking and monitoring systems are effective and timely. * Ensure tracking of Pupil’s passports and Individual Learning Plans are consistently applied in lessons and all staff are clear about their roles and responsibilities. * ensure all staff provide accurate assessment and other information about pupils’ progress; use this to adapt provision and inform the Academy’s improvement priorities. * contribute to clear, evidence‐based improvement plans and policies to further improve the quality of education the Academy provides. | | | |
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| **Managing the organisation**  The Assistant Headteacher Raising Standards will:   * assist in the day‐to‐day management of the Academy and contribute to a safe, secure, and healthy environment; be a visible, positive, and approachable role model to all stakeholders. * liaise directly with the pastoral team, working closely with SLT colleagues to ensure pupils’ smooth transition into and out of the Academy. * ensure effective planning, allocation, deployment, support, and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities. * ensure the efficient and effective use of resources to secure the best outcomes for all pupils. * ensure progress targets and strategies are focused, measurable, and reviewed. * liaise with all relevant partners across the Academy to ensure effective early identification of pupils who may have additional needs. * attend all relevant meetings with staff, including progress meetings, to ensure rigorous provision mapping is undertaken for all relevant pupils and the requirement for any intervention is effectively undertaken. * work in partnership with the pastoral, behaviour, curriculum and other teams and stakeholders to effectively meet pupils’ need and secure ensure the best possible outcomes. * keep up to date with local and national policies, legislation, strategies, and any changes to ensure the Academy meets all requirements and is compliant with all statutory requirements. * Contribute to pastoral arrangements. * coordinate academic mentoring & intervention curriculum to ensure positive impact for all learners. | | | |
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| **Developing self and working with others**  The Assistant Headteacher Raising Standards will:   * identify staff training needs and plan, lead, coordinate and deliver training, support and CPD as required. * work with the Head of Behaviour for Learning to provide specific training and support so staff have expertise in adapting the curriculum to enable pupils to access the ambitious curriculum. * assist with the appointment and induction of new staff and provide ongoing monitoring, support, and development. * further develop an effective team of specialist support to meet pupils’ different needs; liaise and work with external agencies and partners as required. * collaborate and network within and beyond the Academy, as appropriate. * manage own workload and that of others to allow an appropriate work/life balance. | | | |
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| * **Securing accountability**   The Assistant Headteacher Raising Standards will:   * ensure all staff roles and responsibilities are clearly defined understood and are subject to rigorous review and evaluation. * assist the Head of Behaviour for Learning in ensuring year and phase teams undertake accurate and rigorous self-evaluation of provision for pupils. * Lead the tracking and monitoring of impact, including the use of relevant data to check the effectiveness of interventions and programmes, and follow-up where this is required. * check and ensure pupils’ progress information is used well by staff. * provide and disseminate evaluative reports of pupils’ attainment and progress to senior leaders and stakeholders as required. * ensure all staff follow agreed Academy policies, systems, and procedures, including those in relation to safeguarding. * undertake the performance management of staff as agreed with the Executive Headteacher and Head of Inclusion and Safeguarding. | | | |
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| **Additional duties**  Whilst every effort has been made to explain the main duties and responsibilities, please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the post holder will carry out. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job. | | | |

**Person Specification**

In your application for the post of Assistant Headteacher Raising Standards, please demonstrate how you meet the following criteria.

**Assessment Key:** A = Application form and supporting statement, I = Interview

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| Selection Criteria | Essential/Desirable | How assessed |
| **Qualifications and training** | | |
| Degree or equivalent qualification | E | A |
| Qualified teacher status | E | A |
| Experience of being a highly effective teacher in a secondary school which delivers the national curriculum and a range of GCSE subjects at key stage 4 | E | A |
| Evidence of relevant professional development | E | A |
| **Knowledge and skills** | | |
| Have a clear understanding of the Academy’s Framework for Learning | E | I |
| Have a clear understanding of effective measures for the performance of pupils and how to keep these measures under systematic review | E | I |
| Have a clear understanding strategies to improve pupil progress and engagement | D | I |
| Ability to present information clearly and concisely to all stakeholders | D | I |
| Have experience in using platforms to analyse student progress | D | I |
| Have clear understanding of national performance measures | D | I |
| Have an awareness strategy to support staff in working positively with pupils | E | I |
| **Experience** | | |
| Proven experience as a high performing teacher delivering strong outcomes for students | E | A, I |
| A sound understanding of how children learn, how teachers can best teach and how to raise the achievement of all students | E | A, I |
| To have a working and current knowledge of the changing educational landscape and its impact on schools | E | A, I |
| Experience of delivering professional development which has had a positive impact on practice | E | A, I |
| Understand and demonstrate the skills required to be an outstanding classroom practitioner able to deploy innovative teaching and learning strategies to achieve a consistent record of pupils’ success. | E | A, I |
| **Personal qualities** | | |
| Ability to respond to changing needs | E | A, I |
| Strongly motivated with confidence, energy, resilience, and determination | E | A, I |
| Ability to prioritise, plan and organise | E | A, I |
| Ability to work under pressure and meet deadlines | E | A, I |
| Deal sensitively with people and help to resolve problems | E | A, I |
| To have the confidence to take decisive action where appropriate | E | A, I |

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| Compiled by: | Revision Number: |
| Approved by: | Revision Date: \_\_\_/\_\_\_/\_\_\_ |

**N.B.** The post holder will carry out his/her responsibilities in accordance with the Trust’s equal opportunities policy.

This job description is provided to assist the post holder to know what his/her duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of the post.

**Health and Safety**

So far as is reasonably practical, the post holder must ensure that safe working practices are adopted by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and learners.

**Safeguarding**

EMAT is committed to the safeguarding of its young persons and expects all staff, volunteers, and adults to work within the parameters of the policies and procedures as agreed by the Board of Trustees to ensure the safety of all young persons within its care.

**Equal Opportunities**

It is the policy of EMAT to provide equal opportunities for all individuals; to prohibit discrimination in employment on any basis protected by applicable law, including but not limited to race, religious creed, marital status, sex, sexual orientation, ancestry, national origin, age, medical condition, or disability. EMAT promotes equal employment opportunities in all aspects of employment through positive employment policies and practice.

If any special requirements are needed to attend an interview, please inform the trust.