JOB DESCRIPTION

ASSISTANT HEADTEACHER

RESPONSIBLE FOR ALL AREAS OF INCLUSION

Starting date: 1st September 2021 or before

Hours: Permanent - 5 days a week or less

Salary Grade: Leadership 2 - 7

Person to whom AHT is responsible: Headteacher

AHT line manages (when school is at full capacity): Learning Support Staff, Intervention Teachers, HLTAs, and associated class-based support staff.

This job description may be amended at any time following consultation and will be reviewed annually. Priorities for the year to be negotiated and highlighted. (See improvement plan)

Mosaic Jewish Primary School expects all teachers to

- Contribute to a culture of teamwork, collaboration, collegiality and shared responsibility for excellent behaviour, high standards and performance

- Be committed to and have an understanding of the model of a cross-community Jewish Primary School that welcomes children of all faiths, beliefs and none

- Have a commitment to the development of themselves and others

- Develop a whole-school approach to planning, delivery and monitoring of the curriculum with Jewish Learning integrated throughout.

- Be committed to Circle Time as a vehicle of developing and enhancing moral values and a respect for all

CORE PURPOSE OF JOB

To carry out a schoolteacher's duties, as set out in the *School Teachers Pay and Conditions Document.*

❇ To continue to meet the required standards for Qualified Teacher Status

❇ To be accountable for all aspects of the SEND code of practice 2014 as set out by the school

❇ To be accountable for quality first teaching for all groups identified by the school (eg Send, More Able, EAL, FSM, BAME and any other identified groups)

❇ To provide strategic leadership and development of the following aspect of the school and be responsible for Inclusion (Send, More Able, EAL, FSM, BAME and any other identified groups)

INCLUSION

❇ To lead and support collective worship

❇ To lead, manage, support and monitor the work of the individuals and teams across the school

❇ To lead in the development of planning and assessment and to participate in the collation and analysis of data throughout the school to be used for school improvement and pupil attainment across the curriculum

❇ To assist the Headteacher and Deputy Headteacher in providing professional leadership for the school that secures its success and improvement, ensuring high quality and inclusive education for all its pupils

❇ To assist the Headteacher and Deputy Headteacher in establishing and developing the school as a high achieving school through providing the highest standard of teaching and learning for all pupils of all abilities and educational need

❇ To assist the Headteacher and Deputy Headteacher in the strategic leadership and day to day management of the school, particularly developing, implementing and monitoring the whole school perspective on inclusion and safeguarding

❇ To assist the Headteacher in carrying out the duties associated with performance management of members of staff

❇ To lead in the development of planning and assessment and to participate in the collation and analysis of data throughout the school in matters relating to SEND, Race, Disability, EAL, PP (FSM) and EMA, to be used for school improvement and pupil attainment

❄ To work with the Headteacher and the Senior Leadership Team (SLT) to devise and implement strategies to identify and remove barriers to learning to enable all pupils to have full access to the curriculum.

❄ To work with and support the Headteacher and SLT in the development and maintenance of the Circle Time model that meets the moral values of the school and ensures the principle of respect for all

❄ To lead and support in the induction of new staff

❄ To lead in the development and maintenance of internal MIS systems, including census data, SEND budget and provision across the school.

❄ To lead and support all staff in ensuring the safeguarding of all pupils

KNOWLEDGE AND UNDERSTANDING

❄ To develop and implement the school's inclusion policy, communicating its philosophy and practice to all staff, parents/guardians and the wider school community

❄ Have an understanding of and keep up-to-date with PSHE and Citizenship, the National Curriculum and the Agreed Syllabus for Religious Education, including SRE

❄ Understand how children's learning is affected by their physical, intellectual, emotional and social development and understand the stages of child development

❄ Understand how the impact of Covid on pupils learning and develop an inclusive covid recovery plan in conjunction with the leadership team.

❄ Select and make good use of ICT skills for classroom and management support, including the use of applications for learning support.

❄ Be familiar with the school's current systems and structures as outlined in policy documents including the Health, Safety and Welfare, Positive Behaviour and Child Protection Policies

❄ Understand and know how national and local comparative and school data, including National Curriculum test data, can be used to set clear targets for children's achievement

STRATEGIC MANAGEMENT AND DEVELOPMENT OF THE SCHOOL AND TEAMS

❄ To develop and implement the school inclusion policy, communicating its philosophy and practice to all staff, parents/guardians and the wider school community

❄ Lead by example, providing inspiration and motivation, and embody for the pupils, staff, governors and parents the vision, Jewish ethos, purpose and leadership of the school.

❄ Develop and review a curriculum framework for the implementation of inclusion across the school

❄ Lead and support colleagues in the implementation of policies adopted to ensure effective day to day management of the curriculum areas the team is responsible for across the school as a whole

❄ Create and implement a strategic plan for the team, underpinned by sound financial planning, to manage the professional development of the curriculum and staff

❄ Use national, local and school management data effectively to monitor standards of achievement across the school

❄ Support Team Leaders in the production of and adherence to short, medium and long term plans to develop the inclusion across the school and curriculum areas, for which they are accountable, in relation to:

- Resources
- staff professional development requirements
- the aims and philosophy of the school, and its policies and practices
- Liaise with the finance team to ensure the value of money to meet all pupils needs
- targets for realistic but challenging improvements
- Monitor the progress made towards achieving the plans and targets, and use this information to plan future developments.

❄ To assist with the development of the Teaching and Learning Curriculum

❄ To work with the Headteacher to devise and implement strategies, identify and remove barriers to learning to enable all pupils to have full access to the curriculum

TEACHING AND LEARNING

❄ Create and maintain an environment of high standards of behaviour and discipline

❄ To take a lead role in raising expectations for any pupil identified as having a barrier to learning.

❄ To take the lead role in closing the gap for any pupil identified during lockdowns and play a pivotal role in developing and implementing the covid recovery plan

❄ To take a major role in influencing, developing, monitoring and updating policy and practice in-class teaching to raise achievement for pupils with barriers to learning and challenge the more able pupils.

❄ To manage, monitor and support the needs of pupils in the school, identified as having special educational needs including gifted and talented pupils, and involving any professional that may be employed to support the pupils' needs

❄ Ensure that improvements in literacy, numeracy and science are priority targets for all pupils across the school, including those with special educational needs

❄ Monitor and evaluate the quality of teaching and standards of learning and achievement of all children, in particular those with SEND in order to set and meet challenging, realistic targets for improvement.

❄ To provide INSET and professional development support for staff to ensure that the Inclusion policy is embedded into practice so that all pupils are exposed to quality first teaching.

❄ To manage, monitor and support the needs of pupils across the school, particularly those identified as having special educational needs, including more able pupils and Ethnic Minorities and involving any professional that may be employed to support the pupils' needs.

❄ To take a significant role in influencing, developing, monitoring and updating policy and practice in-class teaching to raise achievement for all pupils

ACCOUNTABILITY AND LEADING AND MANAGING STAFF

❄ Actively promote good relationships with all stakeholders, including external agencies

❄ Implement and sustain effective systems for the management of staff performance

❄ Lead professional development of staff through example, support and coordinate the provision of high-quality professional development, including safeguarding

❄ To develop with the Headteacher and Deputy Headteacher, for all staff to be able to work with the BAME and EAL pupils, including developing and implementing the action plan, target setting and review

❄ To develop with the Headteacher and Deputy Headteacher, the work of the Learning Mentor in supporting pupils with barriers to learning

❄ To develop with the Headteacher and Deputy Headteacher, the work of LSA, including Higher Level Teaching Assistant etc

❄ To support the negotiation of suitable learning targets for identified pupils in consultation with class teachers, learning support staff and parents and outside professionals where appropriate

❄ To monitor progress against the targets and report outcomes to the Headteacher, Deputy Headteacher and Governing Body

❄ Provide information, objective advice and support to the Governing Board to enable it to meet its responsibilities by producing termly reports for governors and contributing to the section on professional development in the annual Governors' Report to Parents. These reports should demonstrate how professional development has impacted pupil achievement and classroom standards.

OTHER PROFESSIONAL REQUIREMENTS

❄ Establish and maintain effective working relationships with professional colleagues and parents

❄ Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post

❄ Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject and team management and involvement in school development

❄ Be aware of the need to take responsibility for and actively participate in your own professional development

❄ Keep under review the implications for Equal Opportunities practices within each curriculum area

❄ Monitoring the auditing, ordering and management of whole school resources for each curriculum area in conjunction with the school's administration staff, ensuring that the school is adequately resourced within the confines of the set budget and that staff are equipped to use such resources appropriately

❄ In conjunction with the Headteacher, monitor the development and implementation of appropriate strategies for raising the achievement of pupils

❄ SEND Qualification

CHILD PROTECTION AND SAFEGUARDING

❄ To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004, Keeping Children Safe in Education and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.

❄ To be fully aware of safeguarding principles as they apply to vulnerable adults in relation to the worker's role.

❄ To ensure that the worker's line manager is made aware and kept fully informed of any concerns that the worker may have regarding safeguarding and/or child protection.

AHT INCLUSION

PERSON SPECIFICATION

	Criteria	Essential/ Desirable
Qualifications	• Qualified Teacher Status	E
	• Degree	E
	• Recent participation in a range of relevant CPD	E
	• SEND CO Qualification or Equivalent	E
	• Further qualifications	D
Experience	• Minimum of five years teaching experience	E
	• Evidence of management experience	E
	• Evidence of the effective use of assessment and analysis in raising standards	E
	• Working with parents/community	E
	• Key role of monitoring, evaluation and assessment as a subject leader and senior leader	E
	• Evidence of strategic planning	E
	• Evidence of working as principle child protection officer	D
	• Evidence of working as part of a team and developing others	E
	• Worked closely with Governors	D
	• Experience of working in an inner city area	D
	• Experience of closing the gap with groups of pupils	E
	• Evidence of a range of strategies to meet individual needs	E
	• Experience of curriculum development	D
	• Demonstrate good knowledge and understanding of the principles of effective personalised learning, teaching & assessment	E
Professional Knowledge	• Working with outside agencies	E
	• Detailed knowledge of the national curriculum, foundation stage	E
	• The process of planning and preparation of children's learning	E
	• The principles and practice of effective school self-evaluation including data analysis	E
	• Knowledge of current developments in primary education, national policies, priorities and legislation	E
	• The effective deployment and management of staff	E
	• Proven ability to manage a budget, resources & administrative/organisational responsibilities	E
Professional Skills and Attributes	• Demonstrates curriculum and key stage leadership	E
	• Sets high expectations and standards and provide a role model for pupils and staff	E
	• Sustained excellent classroom practitioner , demonstrating good classroom organisation and behaviour management	E
	• Ability to build and maintain effective relationships, including parents	E

	• Communicates effectively orally and in writing, including ICT to a range of audiences,	E
	• Listens to and reflect on feedback	E
	• Set and achieve smart, challenging and realistic goals	E
	• Prioritises, plans, organises and manages time effectively themselves and of others	E
	• Inspires, challenges, motivates and empowers colleagues to carry the vision forward	E
	• Manages conflict sensitively and appropriately	E
	• Thinks creatively to anticipate and solve problems	E
	• Convenes, chairs and contributes to meetings effectively	E
	• Plans and delivers INSET	E
	• Seeks advice and support when necessary	E
	• Has a sound knowledge of processes for ensuring pupils' safety, welfare and well-being	E
Philosophy and Attitude	• Have a clear educational philosophy	E
	• Demonstrates personal enthusiasm and commitment to the leadership process	E
	• Is committed to raising standards and raising the achievement of pupils and colleagues	E
	• Knows and practises a commitment to equality, diversity and inclusion	E
	• Has a clear understanding of the pastoral needs of pupils from a variety of social and cultural backgrounds	E
	• Takes responsibility for one's own professional development	D
	• Fosters an open, honest, fair and equitable culture	E
	• Is forward thinking and creative	E
	• Is adaptability	E
	• Has a sense of humour	D
Confidential References and Reports	• Professional references should provide a strong level of support for relevant professional and personal knowledge, skills and abilities referred to above	E
	• Positive recommendation from current employer	E