



**Paddock School**

*To Nurture, Inspire and Transform Lives*

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## **Assistant Headteacher - Paddock School**

**Grade:** Leadership Scale L10 - 15

**Contract type:** Full-time – Permanent

**Reporting to:** Head of School

### **Job Purpose**

To be work effectively as a member of the Senior Leadership Team and wider school teams to demonstrate and articulate the school vision and values in day to day practice, inspire others to commit to and practice to the highest standards to ensure that each pupil at Paddock has the best opportunity to achieve their potential.

To play a significant role in evaluating school policy and practice formulating, developing and implementing improvement plans.

To lead by example with exemplary organisational skills, integrity, creativity, resilience and clarity- drawing on their own scholarship, expertise and that of those around them.

To play a critical role in monitoring, evaluating, and improving provision across the school and serve as a key point of contact for Heads of Department, ensuring consistency, quality, and aspiration in all aspects of teaching and learning.

### **Conditions of Employment**

All teachers are subject to the Conditions of Employment set out annually in the school Teachers Pay and Conditions Document. As a senior leader you will be working within both Teachers Standards (July 2011) and the Headteacher's Standards (2020) and any other subsequent standards.

## **Safeguarding and Child Protection**

To take a lead role in child protection and safeguarding children and young people and champion outstanding practice and liaise with other services as required

To lead in safeguarding training and ensure that all staff feel confident and able to raise concerns and address them appropriately

To attend and chair TAC meetings as appropriate

## **Ethics and professional conduct**

To demonstrate consistently high standards of principled and professional conduct as outlined in the Headteachers' Standards (2020)

### **Key Responsibilities:**

#### **1. Strategic Leadership:**

Provide strategic leadership for a designated key stage, ensuring excellent outcomes and experiences for all pupils.

Support the Headteacher and Deputy Headteacher in driving the school's vision, values and strategic priorities.

Serve as a key liaison and support figure for Heads of Department across the school.

#### **2. Provision & EHCP Implementation:**

Oversee the quality of provision across the key stage, ensuring it is tailored, ambitious, and meets the needs of pupils with complex SEND.

Monitor the implementation and impact of EHCP outcomes, ensuring a holistic and person-centred approach.

Collaborate with class teachers, therapists, and support staff to ensure consistent delivery of EHCP targets and high quality, personalised learning experiences.

#### **3. Defining and Maintaining Policies:**

To work with the Governors, Headteacher and Heads of School to establish and review policies in line with national and local expectations, and monitor their implementation.

To report regularly to governors on the status and implementation of policies.

To work with the leadership team to ensure the school fulfils its statutory duties with regard to the SEND code of practice.

#### **4. Behaviour:**

To work as part of a team to establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.

To work as part of a team ensure high standards of pupil behaviour in accordance with the school's behaviour policy.

To work as part of a team to implement and demonstrate consistent, fair and respectful approaches to managing behaviour.

To work as part of a team to model exemplary conduct that will ensure that adults within the school model and teach the behaviour of a good citizen.

#### **5. Curriculum & School Development:**

Lead a designated curriculum area, ensuring it is well-sequenced, accessible, and reflects best practice in SEND education.

Drive a whole-school development priority (e.g. Continued Professional Development, behaviour, assessment), ensuring it is embedded across departments.

Support innovation and excellence across the curriculum, and share effective practice through coaching and collaboration.

#### **6. Teaching, Learning & Staff Development:**

Develop outstanding classroom practice and lead by example in upholding high standards of teaching and learning.

Support staff development through mentoring, coaching, and training.

Contribute to the recruitment, induction, and performance management of staff within your areas of responsibility.

#### **7. Monitoring & Evaluation:**

Lead and contribute to quality assurance activities including learning walks, planning reviews, lesson observations, and data analysis.

Evaluate and report on pupil progress and provision across the key stage and curriculum area.

Use data and qualitative evidence to inform continuous improvement planning.

## 8. Governance and accountability:

To understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility in areas assigned to them by the Executive Headteacher.

To establish and sustain professional working relationship with those responsible for governance.

To ensure that staff know and understand their professional responsibilities and are held to account.

To ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties with the areas assigned to them by the executive Headteacher.

### Person Specification - Assistant Headteacher

<u>Qualifications and Training</u>	Essential	Desirable
Qualified Teacher Status (QTS)	✓	
National Professional Qualification for Middle Leaders (NPQML), higher level degree or management qualification or equivalent		✓
Proven commitment to professional development in leadership and management and / or other relevant training		✓
<u>Experience</u>	Essential	Desirable
Experience of regularly delivering consistently outstanding teaching in a special school	✓	
Experience of leading high impact training	✓	
A proven track record of leading school improvement and raising standards	✓	
Successful experience of leading and motivating teachers and support staff through collaboration and delegated leadership	✓	
Proven track record of developing appropriate personalised curriculum for pupils with special educational needs leading to positive academic, personal and social outcomes	✓	
To have successful experience of chairing meetings such as TAC meetings, EHCP meetings	✓	

Successful experience of leading a department and developing a team atmosphere	✓	
Successful experience of working with children with very complex needs and pupils who are working at the early levels of the National Curriculum	✓	
Experience of gathering data to gain school accreditations		✓
Experience of writing and updating school policies in line with government, borough and school best practice	✓	
Experience of inducting and ongoing training of student teachers, NQTs and support staff		✓
<b><u>Knowledge and Understanding</u></b>	<b>Essential</b>	<b>Desirable</b>
Clear understanding of performance management in its wider sense, including performance management of support staff, and the impact on school improvement and development	✓	
An understanding of the school self-evaluation schedule and how it meets OFSTED requirements		✓
A clear understanding of Paddock School Vision, Values and Aspirations and how they can be embedded in school culture	✓	
An understanding of the systems needed to assess, plan, teach and evaluate the learning of pupils with special educational needs	✓	
A clear understanding of child protection and safeguarding in its widest context and a clear commitment to ensuring children have the highest quality care.	✓	
<b><u>Skills</u></b> Proven ability to:	<b>Essential</b>	<b>Desirable</b>
Demonstrate outstanding organisational skills and work under pressure with conflicting demands	✓	
Analyse data to identify areas for development and raise standards	✓	
Work with senior leaders to support the school to move forward	✓	
Engage, motivate and successfully manage staff to deliver an established vision, values and aspirations.	✓	

Listen and respond appropriately to adults and young people and handle sensitive issues with respect and care	✓	
The ability to communicate succinctly to a range of different stakeholders including parents, teachers, governors, support services and the wider community	✓	
To represent the school, its needs and interests in a variety of settings, fostering collaborative partnerships through alliances and external developments	✓	
The ability to persevere with optimism in the face of difficulties and challenges, seeing possibilities and opportunities in challenging situations	✓	
The ability to embrace and manage change effectively	✓	
The ability to be teacher in charge when necessary	✓	