**JOB DESCRIPTION**

**ASSISTANT HEADTEACHER**

**TEACHING, LEARNING & CURRICULUM**

**Salary grade: Leadership 6 -11**

**Person to whom teacher is responsible:** Headteacher

**AHT line manages (when school is at full capacity):** Functional management of 8 main scale teachers and associated class based support staff, 3 TLR post holders and associated teachers and instructors.

This job description may be amended at any appropriate time, following consultation and will be reviewed annually. Priorities for the year will be negotiated and highlighted. (See School 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 the duties of a school teacher, as set out in the ***School Teachers Pay and Conditions Document.***

1. To continue to meet the required standards for Qualfied Teacher Status
2. To provide strategic leadership and development of the following aspects of the school:

***Teaching, Learning and Curriculum***

1. To lead in the absence of the Headteacher as directed
2. To lead and support collective worship
3. To lead, manage, support and monitor the work of the individuals and teams across the school
4. 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
5. To assist the Headteacher in providing professional leadership for the school that secures its success and improvement, ensuring high quality and inclusive education for all its pupils
6. To assist the 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
7. To assist the Headteacher in the strategic leadership and day to day management of the school, particularly developing, implementing and monitoring the whole school perspective on teaching and learning.
8. To assist the Headteacher in carrying out the duties associated with performance management of members of staff
9. 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 Teaching, Learning and the Curriculum. Such data analysis to be used for school improvement and pupil attainment
10. 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.
11. 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
12. To lead and support in the induction of new staff

1. To support all staff in ensuring the safeguarding of all pupils

**KNOWLEDGE AND UNDERSTANDING**

1. To develop and implement the school’s inclusion and Teaching and Learning policy, communicating its philosophy and practice to all staff, parents/guardians and the wider school community
2. Have knowledge of and keep up-to-date with PSHE and Citizenship, the National Curriculum and the Agreed Syllabus for Religious Education
3. Understand how children’s learning is affected by their physical, intellectual, emotional and social development and understand the stages of child development
4. Select and make good use of ICT skills for classroom and management support
5. 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
6. 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 TEAMS**

1. Develop a curriculum framework for the implementation of teaching and learning
2. Lead and support colleagues in the implementation of policies adopted to ensure effective day to day management of the curriculum areas for which they are responsible for across the school as a whole
3. Create and implement a strategic plan for Teaching and Learning and Curriculum underpinned by sound financial planning, to manage the professional development of the curriculum and staff
4. Use national, local and school management data effectively to monitor standards of achievement across the school in the allocated curriculum areas
5. Where appropriate support Team leaders in the production of and adherence to, short, medium and long term plans to develop the curriculum areas, for which they are accountable, in relation to:  
   * 1. Resources
     2. staff professional development requirements
     3. the aims and philosophy of the school, and its policies and practices
     4. targets for realistic but challenging improvements
6. Monitor the progress made towards achieving the plans and targets, and use this information to plan future developments

**STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL**

1. 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.
2. Create and implement a strategic plan, underpinned by sound financial planning, to manage the professional development of individual teaching assistants and support staff.
3. To maintain and develop the Teaching and Learning Curriculum Handbook
4. To assist with the development and implementation of the school inclusion policy, communicating its philosophy and practice to all staff, parents/guardians and the wider school community
5. 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**

1. To take a major role in raising expectations for any pupil identified as having a barrier to learning
2. 2Ensure that improvements in literacy, numeracy and science are priority targets for all pupils across the school, including those with special educational needs
3. Monitor and evaluate the quality of teaching and standards of learning and achievement of all children in order to set and meet challenging, realistic targets for improvement.
4. 4To provide INSET and professional development to support for staff to ensure that the Teaching and Learning and Curriculum policies of the school are embedded into practice so that teaching can be of the highest quality
5. To take a lead role in influencing, developing, monitoring and updating policy and practice in class teaching to raise achievement for all pupils
6. To take a major role in influencing, developing, monitoring and updating policy and practice in class teaching to raise achievement for all pupils
7. Create and maintain an environment of high standards of behaviour and discipline
8. To manage, monitor and support the teaching and learning needs of pupils in the school
9. To manage, monitor and support the needs of pupils across the school.

**LEADING AND MANAGING STAFF**

1. Implement and sustain effective systems for the management of staff performance
2. Lead professional development of staff through example, support and coordinate the provision of high quality professional development
3. To support the negotiation of suitable learning target for identified pupils in consultation with class teachers, learning support staff and parents
4. To monitor progress against the targets and report outcomes to the Headteacher and Governing Body
5. Ensure trainee staff, newly qualified staff and staff new to the school receive appropriate support for the curriculum.
6. Develop a curriculum framework for the implementation of assessment, record keeping and reporting for Reception and Key Stage 1.
7. Contribute to the support given to pupils with Special Educational Needs and Ethnic Minority Achievement in accordance with the School’s Inclusion policy
8. Keep under review the implications for Equal Opportunities practices within each curriculum area
9. 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
10. In conjunction with the Headteacher, monitor the development and implementation of appropriate strategies for raising the achievement of pupils

**ACCOUNTABILITY**

1. To actively promote good relationships with staff, parents/guardians, the local community, and other associated external agencies
2. Provide information, objective advice and support to the Governing Body 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 on pupil achievement and classroom standards

**OTHER PROFESSIONAL REQUIREMENTS**

1. Establish and maintain effective working relationships with professional colleagues and parents
2. Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post
3. 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
4. Be aware of the need to take responsibility for and actively participate in your own professional development

**CHILD PROTECTION AND SAFEGUARDING**

1. To be fully aware of and understand the duties and responsibilities arising from the Children’s Act 2004 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.
2. To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker’s role.
3. To ensure that the worker’s line manager is made aware and kept fully in formed of any concerns which the worker may have in relation to safeguarding and/or child protection

AHT TEACHING, LEARNING AND CURRICULUM -

PERSON SPECIFICATION

|  |  |  |
| --- | --- | --- |
|  | **Criteria** | **Essential/**  **Desirable** |
| **Qualifications** | Qualified Teacher Status | E |
| Degree | E |
| Recent participation in a range of relevant CPD | E |
| Further qualifications | D |
| **Experience** | Minimum of five years teaching experience | E |
| Evidence of senior management experience | D |
| Evidence of effective use of assessment & analysis in raising standards | E |
| Working with parents/community | E |
| Key role of monitoring, evaluation and assessment as a subject leader and/or senior leader | E |
| Evidence of strategic planning | E |
| Evidence of working as part of a team and developing others | E |
| Worked closely with Governors | E |
| Experience of working in an inner city area | E |
| Evidence of a range of strategies to meet individual needs | E |
| Experience of curriculum development | E |
| 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 and 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** | Demonstration of curriculum and key stage leadership | E |
| Set high expectations and standards and provide a role model for pupils and staff, with an emphasis in upholding the agreed Jewish values and practices in the school. | E |
| Sustained excellent classroom practitioner , demonstrating good classroom organisation and behaviour management | E |
| Ability to build and maintain effective relationships, including parents | E |
| Communicate effectively orally and in writing, including ICT to a range of audiences, | E |
| Listen to and reflect on feedback | E |
| Set and achieve smart, challenging and realistic goals | E |
| Prioritise, plan, organise & manage time effectively themselves & of others | E |
| Inspire, challenge, motivate & empower colleagues to carry the vision forward | E |
| Manage conflict sensitively and appropriately | E |
|  |  |
| Think creatively to anticipate and solve problems | E |
| Convene, chair and contribute to meetings effectively | E |
| Plan and deliver INSET | E |
| Seek advice and support when necessary | E |
| Have a sound knowledge of processes for ensuring pupils’ safety, welfare and well-being | E |
|  | **Criteria** | **Essential/**  **Desirable** |
| **Philosophy and Attitude** | * Have a clear educational philosophy | E |
| * Demonstrate personal enthusiasm and commitment to the leadership process | E |
| * Committed to raising standards and raising the achievement of pupils and colleagues | E |
| * Know and practise a commitment to equality, diversity and inclusion | E |
| * Have a clear understanding of the pastoral needs of pupils from a variety of social and cultural backgrounds | E |
| * Take responsibility for one’s own professional development | E |
| * Foster an open, honest, fair and equitable culture | E |
| * Be forward thinking and creative | E |
| * Adaptability | E |
| * 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 |
| * Good health, attendance and punctuality record | E |