



JOB DESCRIPTION

Post Title: Assistant Headteacher Primary Phase – Pastoral Lead (Maternity Cover)	Grade: L5-L9 Inner London Pay Spine
Department: Senior Leadership Team	
Responsible to: Headteacher Primary Phase	

INTRODUCTION

In addition to the duties covered by the School Teacher's Pay and Conditions Document, the post of Assistant Headteacher Primary Phase involves deputising for the Headteacher Primary Phase in his/her absence.

As a key member of the Senior Leadership Team, the Assistant Headteacher Primary Phase will have a key role in strategic leadership and development, formulating policy and monitoring our pastoral and academic provision in the Primary Phase and contribute to the wider all through school, as appropriate. The post-holder will contribute to the continued development of achievement and standards in the primary phase.

The following are generic responsibilities of the post:

1. Basic principles

- To contribute to and lead aspects of the Schools' Improvement and Development Plans as required.
- To lead pastoral across the Foundation School, working in partnership with other members of the Senior Leadership to ensure that curriculum design is effective as evidenced in high quality pupil outcomes.
- To embed the ethos and identity of the School to realise the potential of all SPWF pupils.
- To ensure the safety, welfare and pastoral care of all pupils throughout the school.
- To ensure that procedures for safeguarding children are in place and adhered to by all staff
- To contribute to the development of a distinctive and ambitious curriculum which prepares students to fulfil their potential.
- To transform the framework of expectations around pupil progress and achievement. To develop, monitor and implement schools' policies as required.
- To act as a behavioural role model to all staff and pupils.
- To maintain a high profile around the schools, leading by example.
- To actively work to engage parents and carers in all aspects of their child's learning. To ensure accountability through regular reviews of progress and monitoring.
- To ensure that St Paul's Way Foundation & Trust School policy and practice reflects a commitment to equal opportunities and inclusion.
- To provide support and challenge to all staff.

2. Achievements and Standards

- To act as a lead professional in the classroom promoting the highest standards of teaching and learning.
- To coach and mentor staff and pupils to become more effective learners, teachers and leaders.
- To promote the highest standards throughout the organisation and to robustly challenge underachievement and mediocrity in all its forms.
- To ensure that underachieving pupils are supported appropriately. To stretch and challenge all learners.
- To promote high expectations from and towards all members of the schools' community.
- To ensure pupils have challenging targets for achievement ensuring that these are reviewed systematically and regularly.
- To ensure standards are met across key stages by leading targeted interventions.
- To ensure monitoring, evaluation and review processes impact on pupil progress, providing clear information to stakeholders.
- To ensure that parents are empowered to support and guide their children.

3. Working with Others

- As a member of the Primary's Senior Leadership Team, to contribute to building and maintaining a culture of high expectations and achievement.
- To advise and liaise with members of the Governing Board and Trust Partners, as appropriate and ensure that they have an accurate understanding of the work of the schools.
- To organise governor visits to the schools.
- To work with feeder nurseries and partner primary schools as appropriate.
To work on a range of initiatives alongside our University and Trust Partners.
- To work with our broader community to promote St Paul's Way Foundation & Trust School.

Effective use of staff and resources

- To manage a delegated budget and produce financial management plans as appropriate.
- To have a responsibility for aspects of the recruitment, retention and deployment of staff within the schools.
- To line manage support staff working with the SENCO to ensure they are deployed effectively.
- To manage, plan and contribute to the running of professional development for support staff.

6. Pastoral

- To lead the pastoral systems and staff across the school ensuring provision is outstanding
- To lead attendance, behaviour and safeguarding across the school
- To work closely with the SENCO to plan and implement LSA led interventions across the school
- To track and monitor the impact of interventions on student progress, attendance, behaviour and punctuality across all year groups ensuring the highest possible standards

- To hold the role of Designated Safeguarding Lead across the school, taking day-to-day responsibility for safeguarding within the Foundation school and liaising closely with the Designated Safeguarding Lead for the Trust school
- To line manage the Foundation school's safeguarding team, and to undertake training as required to fulfil this role.
- To co-ordinate safeguarding training for school staff and the safeguarding team.
- To ensure that the safeguarding team and the whole school staff receive all required training, guidance and information in order to ensure that our students' wellbeing is at the forefront.
- To lead communication with parents to foster a positive partnership between home and school.
- To plan and contribute to the running of workshops and groups for parents.
- To provide guidance and support for families to address issues related to family functioning and parenting skills.
- To liaise with outside agencies to identify appropriate support to signpost or refer parents to.
- To work with the wider community to promote St Paul's Way Foundation School.

7. Data and Assessment

Specific responsibilities to be agreed.

8. Additional Duties

- To play a full role within the life of the schools' community, support its ethos and encourage all staff and students to follow this example.
- Promote and support all schools' policies.
- Continue personal professional development.
- Undertake any other duty as specified by the STPCD not mentioned above.

In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Head teacher.

This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the School's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the schools and the local authority.

Signed _____ Date _____
Postholder

Signed _____ Date _____
Headteacher

**Person Specification for the post
Assistant Headteacher Primary Phase**

Education, Qualifications & Experience	<ol style="list-style-type: none"> 1. Graduate with qualified teacher status. 2. Minimum of five years teaching experience, including at least two years middle-leadership experience. Evidence of successful, outstanding teaching experience across the Primary age range. 3. Recent appropriate Continuous Professional Development. 4. Experience of successfully leading an aspect of school improvement. 5. Experience of closely monitoring and raising achievement. 6. Experience of leading staff members and / or curriculum areas.
Knowledge, Skills & Understanding	<ol style="list-style-type: none"> 1. Has the knowledge and understanding of current and national issues in relation to pupil development, pupil progress and raising attainment. 2. Understanding of the opportunities and challenges offered by a school led system of improvement and the greater flexibility and diversity of schools. 3. Good knowledge of curriculum design and implementation. 4. Knowledge of tracking and target setting to raise attainment at individual student, cohort and whole-school level. 5. Ability to analyse data, present findings and implement improvements. 6. Ability to communicate effectively, both orally and in writing with a range of audiences. 7. Ability to make sound and informed judgements on the quality of teaching & learning observed, giving quality feedback using a coaching model. 8. Proven administrative and organisational skills. 9. Proven ability to motivate and inspire students and colleagues. 10. Experience in helping young people to overcome their personal, motivational, and academic challenges.
Professional Expertise	<ol style="list-style-type: none"> 1. Outstanding classroom practitioner. 2. Experience of contributing to school development planning procedures.
Monitoring, Evaluation & Review and Accountability	<ol style="list-style-type: none"> 1. Has the skills and aptitude to lead and manage teams and to be accountable for outcomes. 2. Ability to monitor performance (pupil, curricular, phase, pastoral). 3. Is able to evaluate and review progress and evaluate and implement change as necessary.
Other Professional Requirements	<ol style="list-style-type: none"> 1. A willingness to initiate and participate in both cross curricular and extra-curricular activities. 2. Has the ability to work with parents, external agencies and the wider community. 3. Determination to promote a culture that celebrates success.

	<ol style="list-style-type: none"> 4. Leads by example, setting high standards of punctuality, dress and conduct. 5. Clarity of thought and vision with proven ability to finish a task. 6. Sense of humour (particularly under pressure!). 7. Desire to develop professionally beyond this post.
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