The range of responsibilities is likely to vary from year to year, in line with the needs of the school and the Trust. Whole school accountability is shared amongst all members of the Leadership Group.

Job purpose

- To assist the Headteacher and the Deputy Headteacher in providing professional leadership and management for the whole school.
- To be accountable and responsible for high quality teaching across the whole curriculum, effective use of resources and improved standards of learning and achievement for all pupils.
- To be responsible for the pastoral welfare of all pupils including behaviour, attendance and safeguarding, in liaison with other leaders and DSLs.
- To have oversight of a core area and ensure that middle leaders implement a curriculum which all pupils can access.
- To be a member of the school’s Leadership Group (senior leaders).
- To have responsibility for named areas of the School Improvement Plan (SIP).
- To work with partners across the Trust.
- To carry out the professional duties of a teacher, meeting the teachers’ standards.
- To promote the principles, values and policies of Create Partnership Trust.

Job description

Whole school leadership

- Deputise for the Deputy Headteacher as necessary.
- Assist the Headteacher and Deputy Headteacher in developing the school’s overall strategic plan by contributing actively to the School Improvement Plan, developing personal action plans and ensuring that personal objectives are achieved.
- Ensure that the welfare, attendance and safeguarding of pupils are given the highest priority through the role of Designated Safeguarding Lead (DSL) and via general leadership duties.
- Maintain a close daily contact with the Leadership Group (senior leaders) and the Leadership Team (middle leaders) and all staff to facilitate good communication.
- Be available to meet with various stakeholders when requested.
- Ensure that the day-to-day organisation of the school follows agreed collective policy and runs smoothly, identifying any areas of weakness for improvement.
- Implement the aims of the school, consulting and liaising with staff to ensure that agreed policies are implemented.
- Emphasise the benefits of a multi-ethnic school, strongly opposing any form of racism or prejudice and promoting equality of opportunity in terms of gender, ethnicity, religion, class and disability.
- Assist the staff in setting realistic but challenging targets for improvement.
- Contribute to the School Self-Evaluation.
- Contribute to the general security and health and safety of the school site.
- Support the Headteacher and Deputy Headteacher in providing data or information for the Trust or external agencies.
- Look outside the school and work closely with other partners as necessary (eg other schools in the Trust, the consortium or the Teaching School Alliance) to develop initiatives, share good practice and promote higher standards.
• Lead and/or take part in specific curriculum projects according to the school’s needs.
• Keep abreast of current developments in education generally and leadership and management in particular.
• Work within the Leadership Group to ensure that staff, parents and pupils are regularly consulted about school policy and practice.
• Take part in training opportunities for the benefit of the school, ensuring that there is effective feedback to other leaders and a positive impact.
• Take responsibility for the allocated budget and purchase resources according to the needs of the school, ensuring value for money.

Leading staff
• Line manage all staff effectively to ensure that they fulfil the requirements of their job description.
• Lead all teachers and support staff to develop consistently good teaching, learning and assessment.
• Ensure that staff are deployed appropriately and effectively following school policy, including arrangements for PPA, cover and leadership time.
• Draw up timetables, routines and rotas in order to achieve optimum staff deployment and use of resources.
• Ensure effective communications and smooth day-to-day running, so that good preparation is in place for educational visits, visitors or special events and all staff are clear about their roles and responsibilities, working as a team.
• Set an example of personal integrity and a highly professional attitude to work, assisting all staff to maintain positive attitudes, good working relationships and excellent team spirit.
• Take responsibility for the working environment to ensure that staff and pupils work in tidy, organised classrooms and that all assets and resources (eg teaching materials, the buildings and grounds) are protected.
• Represent staff views to the Leadership Group (senior leaders) and equally, relay the views and directives of senior leaders in a positive and unified way.
• Lead, support and advise the staff in implementing policy, providing professional support where required.
• Contribute to the professional development of staff through the provision of support, coaching and mentoring, demonstrating effective practice and good advice.
• Provide high quality feedback to staff on their performance and set appropriate timescales for improvement.
• Provide particular support to newly qualified teachers to ensure they are making good provision for pupils.
• Develop whole school staff teams to work together on core areas and ensure that the curriculum is fit for purpose and accessible by all pupils.
• Identify potential talent on the staff to build the leadership and teaching capacity of the school and encourage their personal growth.
• Take part in the appraisal process as reviewer and reviewee.
• Lead staff meetings and training sessions as necessary to ensure good practical outcomes.
• Assist the Leadership Group in dealing with the specific stages of any difficult staffing issues such as teamwork, competence or discipline in line with school policy, providing a coaching or mentoring role which sets clear expectations for staff.

Leading pupils
• Ensure that all pupils achieve optimum standards and make at least good progress through the year.
• Ensure a harmonious working ethos, taking a full and active part in establishing and maintaining good order, discipline and positive attitudes amongst pupils.
• Ensure the consistent implementation of the school’s behaviour policy and excellent communication with all stakeholders.
• Provide second stage behaviour management support for pupils, supporting and advising staff and parents as necessary.
• Lead assemblies as part of a rota and ensure that all pupils have the opportunity at least annually to take part in the delivery of a presentation assembly.
• Help to foster an enjoyment of learning in the pupils, drawing on their backgrounds and experiences where possible.
• Ensure that there are regular discussions with pupils about their learning and experiences in school.
• Support the Deputy Headteacher and Headteacher in having an overview of pupils outside the classroom during lunchtimes and breaktimes and at the start and end of the school day.

Leading teaching, learning and assessment
• Undertake class or group teaching responsibilities as allocated and demonstrate evidence of meeting the Teachers’ Standards.
• Demonstrate teaching and leadership skills which lead to pupils making good and outstanding progress in relation to their starting points and prior attainment, so that they do as well as or better than similar pupils nationally.
• Present as a role model for excellent standards of teaching and learning in order to be observed by staff or to take part in team-teaching.
• Have a full overview of the curriculum to ensure it provides enough opportunity for pupils to demonstrate they can achieve age-related expectations and above.
• Encourage active, practical and creative approaches to learning, identifying cross-curricular links where practicable.
• Monitor and evaluate the quality of teaching and learning in order to promote higher standards of achievement using school-based systems (eg formal observations, scrutiny of pupils’ books, data analysis) in addition to own regular, informal leadership walks.
• Ensure a full and detailed knowledge of assessment systems and practice, applied across all subjects and year groups.
• Using school systems, collate and analyse pupils’ assessment data, gathering information in relation to individuals and groups, to ensure that no pupils are disadvantaged in their learning.
• Ensure good preparation for Pupil Progress Meetings at least termly with senior leaders and articulate the strengths and weaknesses of the year groups.
• Produce timely action plans to identify short-term interventions which will address any shortcomings or concerns about pupils’ progress.

Engaging parents
• Promote parental involvement and engagement in pupils’ learning through various functions, invitations to assemblies and classroom workshops.
• Identify individualised strategies to work more closely with parents of particularly vulnerable pupils; eg for reasons of attendance, academic progress or emotional and behavioural difficulties.
• Ensure excellent communication and partnership with parents via curriculum newsletters, personal contacts and visibility and contributions to the school website.
• Ensure that all parents of pupils are fully informed about targets, achievement and progress.
• Ensure that there are regular opportunities for parents to give feedback.

Personal commitment as a leader
• Produce an annual improvement plan for the specific areas of responsibility, linked to the School Improvement Plan, and update termly following Pupil Progress Meetings.
• Support Year Group Leaders and/or SENDCO with their own improvement plans, ensuring consistency across the school.
• Implement school policies and contribute to their further development.
• Be well-organised, work to deadlines and submit key documents promptly, acting as a role model for staff.
• Demonstrate the ability to critically reflect and self-evaluate.
• Demonstrate high level leadership skills including the ability to delegate, prioritise and hold others to account.
• Demonstrate high level interpersonal and communication skills including the ability to motivate and to provide challenge.
• Support the school in preparing for external review, ensuring that good and effective practice and impact are demonstrated in all areas.
• Present as an excellent role model for personal punctuality and attendance, ensuring as a minimum personal working hours which reflect the majority of teachers.
• Ensure that all classrooms and shared spaces are left organised and tidy at the end of each half-term.
• Make a commitment to attendance at meetings in the school holidays, particularly prior to the start of the school year, in order to ensure that all preparation is in place.
• Demonstrate as a role model, high levels of personal presentation and communication to all stakeholders.
• Take responsibility for own professional development.
• Demonstrate working towards the Headteachers’ Standards.
• Demonstrate a contribution to the Trust through partnership working with colleagues in other Trust schools.
• Undertake such duties at the discretion of the Headteacher as may reasonably be required by the changing needs of the school.

Working time
Full time or part-time tbc
Required to work 190 pupil days and 5 training days each year – pro rata

Responsible to:
Headteacher and Deputy Headteacher

Responsible for
All staff in liaison with other leaders

Teaching commitment
Class-based group teaching with weekly PPA time but the whole school leadership role remains a priority
Regular leadership time focused on specific tasks

Continuing professional development
One year induction, training and development package to be led by the Trust
Day-to-day leadership experience through meetings, discussions and in-house coaching and mentoring
Opportunities to work with colleagues undertaking similar roles in other Trust schools
Support in undertaking NPQ or other appropriate qualifications
External support and challenge from the School Performance Partner

Specific responsibilities – focused on raising standards and improving rates of pupils’ progress

→ The most important aspect of the AHT’s work is the shared overall responsibility for the whole school, supporting the Headteacher and Deputy Headteacher.

→ Three AHTs will lead groups of YGLs (two or three year groups) and one will lead the SENDCO.

→ Additionally each AHT will have oversight of a core area:
  1. Computing, science and technology
  2. English
  3. Mathematics
  4. Personal Development, Behaviour and Welfare

→ These are not subject leader posts, rather they will lead YGLs and the SENDCO to ensure that the core areas are developed and the whole curriculum is fit for purpose.

→ There may be other aspects of school life which will need to be addressed through the job description but may vary from year to year; eg those affected by changes to government policy or new expectations from Ofsted.

→ Once the selection process has finished and new posts are in place, the Headteacher, Deputy Headteacher and the Trust will ensure that all four core areas are led by appropriately qualified and experienced AHTs. Further training will be provided as necessary.