**Secondary School Job Description**

**Assistant Headteacher: Curriculum and Assessment**

**Job Title: Assistant Headteacher, Curriculum and Assessment**

**Salary: Leadership spine**

**Line Manager: Deputy Head**

**Supervisory Responsibility: Curriculum team and ECT mentors**

The role has been designed as an SLT training role for a curriculum specialist who seeks to develop their expertise in whole school assessment and curriculum organisation. This role sits alongside the responsibilities of HoD of a core subject area, whose responsibilities remain. This post will line manage / support / train the head of department for the relevant subject area.

**Main purpose of Post**

Under the direction of the headteacher / deputy headteacher the assistant headteacher, will take a major role in:

* Strategic planning and the formulation of policy and delivery of the school strategy, ensuring management decisions are implemented.
* Drive pupil progress at all key stages through effective curriculum organisation, setting, assessment, and school exam weeks.
* lead the options processes in yrs. 8 and 9 to ensure all students make successful progression.
* Monitoring progress towards the achievement of the school’s aims and objectives
* Communicating the school’s vision compellingly and supporting the headteacher’s strategic leadership
* Leadership and day-to-day management of responsibility area/s
* Leadership of progress and progression as line manager of curriculum team and ECT mentors
* Managing staff and resources
* Performing teaching duties as required
* Responsibility for promoting and safeguarding the welfare of children and young people within the school
* Fulfil the professional responsibilities of this role, as set in the School Teachers’ Pay and Conditions Document (STPCD).
* The specific nature and balance of these responsibilities will vary according to the needs of the school and may be shared.

**Duties and responsibilities**

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will ensure / carry out the following:

### Teaching Leadership

* Departmental assessments are appropriately matched to the differentiated curriculum delivered.
* The curriculum team is appointed and trained with appropriate curriculum materials.

### Subject resources within the new school are appropriately planned for.

* Routine training and quality assurance ensure that the responsibilities are effectively delivered.

### Achievement

* Whole school assessment systems and practices are well organized, effective, and understood students, parents, teachers, MLT, SLT and governors.
* Setting arrangements and course organisation allows all students to make excellent progress.
* Target setting and assessment systems support all students with learning and progression.
* Staff, students, and parents are well informed about differentiated course choices.
* Heads of year and tutor teams are trained to support and understand the progression process.
* Support heads of department to make best use of data systems to record and communicate student progress grades.

### Target setting

### Targets are set for all students at the end of the summer term following assessments / tests for distribution at the start of the following academic year.

### All departments have a transparent assessment overview which includes formal assessments and the appropriate number of standardised assessments per year.

* The gradings for each assessment are captured fully on the data system and to time.
* All subjects make effective and logical use of data to improve teaching and student outcomes.
* Expected progression rates and all assessment criteria are clearly outlined on the data system.
* Definitions of what constitutes ‘on track’ are clearly delineated for all courses and readily available.
* The grade range available for each assessment provides appropriate stretch for the ability range taking it.
* Ensure the data team are provided with all the setting and pupil information data required to populate the timetable.
* Ensure all in-year admissions are placed in the correct sets.
* In partnership with the heads of department and HOYs all arrangements are made relating to student target setting
* Support the Associate Head leads and Pastoral Lead to ensure progression expectations are made clear in all transition evenings (yrs. 8, 9 and 11 IAG evening)
* Support the Associate Head and Pastoral team to ensure progression outcomes are well communicated in start of year information evenings (celebrating successes and including lessons learnt)
* The data system displays the differentiated course choices available at every Key Stage

### Whole school assessment systems

### Effective delivery and organisation of exam weeks

* Student quarterly reports give a clear picture of pupil progress and allow students and parents to identify where the individual student’s progress is a cause for concern.
* Effective liaison with school data team over information required and reporting deadlines.
* Departmental assessment systems allow heads of department and post-holders to make accurate quarterly judgements on pupil progress on all courses and identify where students or staff may need additional support.
* The clarity and accessibility of whole school data allows HoY and pastoral leads to identify student groups or individual which are underperforming in a number of subject areas and target additional support as required.
* Liaise with Assistant Head to provide training in the links between formative and summative assessment ensuring that all departments effectively use summative assessment criteria to support outstanding formative assessment and T and L
* All SLT are trained to understand the student target / assessment system and progression rates as displayed they system.
* All Department teams are trained to understand the student target / assessment system and progression rates for the differentiated course offer within their own subject.
* All year teams are trained to understand the student target/assessment system and progression rates for their year group.

### Training and quality assurance

* Take a full part in lesson observations, routine learning looks and book sampling.
* Support Associate Head and Assistant Head Staff Delivery and Development to evaluate quarterly progress of departments using whole school assessment data.
* Ensure all SLT and Middle leadership team members are aware of outstanding curriculum and assessment expectations (matching school and Ofsted)
* Ensure all aspects of whole school and departmental assessment are covered within the Curriculum and Assessment modules of MLT training programme.
* All students make or exceed expected progress.
* Provide additional training for particular staff cohorts as appropriate (HoDs, HoYs, ECTs etc.)
* Provide training for Governors in effective use of data.
* Induct parents as appropriate into accessing live data.

### Teaching

* Departmental assessments are appropriately matched to the differentiated curriculum delivered.
* Promotion of the school culture ensures consistent expectations are set for all learners across all subjects.
* Delivery of pastoral programme by Heads of Year and form tutors is effective and ensures all KS3 students are able to take ownership of their own progress.
* Data is used extensively to support independent learning.
* Teaching and Learning within the subject area support the development of transferable learning skills (e.g., skills for employability)

### Leadership

* Outstanding leadership and management of the department
* Academic programmes are effective in all Key Stages
* Success of students is consistently celebrated in assemblies, end of term events and services.
* Performance management of HOD and key post holders
* All parents’ evenings, celebration evenings and public events are outstanding.

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| *This post is subject to Enhanced Disclosure procedures.  As a member of the Senior Leadership Team this post is not subject to the directed time limitations attached to other teaching positions outlined in the School Teachers Pay and Conditions Document. This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may be subject to change. Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not be identified. Employees are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description. Nothing will be changed without consultation.*  *The post holder will be expected to work in partnership with all school staff including the Senior Leadership team, parents/carers, internal and external visitors to provide an efficient and flexible delivery of a range of services. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate. It may be subject to modification at any time after consultation with the postholder.* |

Staff member’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Secondary School**

**Person Specification**

**Assistant Headteacher: Curriculum and Assessment**

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check. Candidates, please address all criteria marked \*\* in your application.

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| **Qualifications and training**   1. Qualified teacher status or equivalent – detail please on application form. 2. Evidence of further recent relevant study in preparation for this leadership role – detail please on application form.   **Experience**   1. Current / recent experience as an excellent classroom practitioner in your subject in a secondary school setting. \*\* 2. Experience of leading a core subject and implementing effective and successful practice. \*\* 3. Involvement in school self-evaluation and development planning. \*\* 4. Demonstrable experience of successful line management and staff development. \*\*   **Skills and knowledge**   1. Understanding of high-quality teaching, the ability to model this and support others to improve. \*\* 2. A good understanding of curriculum design, implementation, and a clear vision for improving pupil outcomes. \*\* 3. Ability to analyse statistical / data to evaluate performance and produce reports with attention to detail. \*\* 4. Ability to effectively manage children’s behaviour positively and to promote good relationships. \*\* 5. Effective communication and interpersonal skills. \*\* 6. Ability to communicate a vision and inspire others. \*\* 7. Ability to build effective working relationships and all stakeholders. \*\* 8. Ability to work under pressure and prioritise effectively. \*\*   **Personal qualities** – part of interview   1. Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct. 2. A commitment to obtaining the best outcomes for all pupils and promoting the ethos and values of the school. 3. Build positive and respectful relationships across the school community. 4. Commitment to safeguarding and equalities within a school setting. 5. Commitment to maintaining confidentiality as appropriate at all times. 6. Willingness to play a part in the wider life of the school e.g., school community events and school events. |