



St. Paul's Church of England Primary School

Job Description

Assistant Headteacher & Curriculum Lead (Class Based)

Grade:	Leadership Range L4 – L8
Responsible to:	Executive Headteacher & Head of School
Responsible for:	<ul style="list-style-type: none">• Class Responsibility• Curriculum Leader• Core Subject• Leader of Learning (T&L)• 2nd Designated Safeguarding & CP Lead

The appointment of an Assistant Headteacher is subject to the current conditions of employment for teachers contained in:

- the School Teachers' Pay and Conditions Document (STCPD);
- the School Standards and Framework Act 1998;
- the required teacher standards 2012
- Other current legislation.

This job description may be amended at any time following discussion between the Executive Headteacher and the member of staff, and will be reviewed annually.

General description of the post

All post-holders are to ensure the school's vision, ethos and Christian values are embedded in the day-to-day and long-term running of the School. Each post-holder must share and deliver the school's Christian principles and values.

The holder of this post is expected to carry out the professional duties of an Assistant Headteacher as described below, and undertake to the extent required by the Executive Headteacher, Head of School or the governing body, the professional duties of the Head of School in the event of their absence from the School as circumstances may require and in accordance with the School's policies.

The Assistant Headteacher, working with others, is responsible for evaluating the School's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices and ensuring that resources are efficiently and effectively used to achieve the School's vision, values, aims and objectives.

Relationships

The post holder is accountable to the Executive Headteacher & Head of School in all matters.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. (Preamble from teacher's standards 2012)

Outcomes

1. Achievement and Standards

- Setting high expectations and continuously monitoring and evaluating the effectiveness of learning outcomes.
- Securing a collaborative school vision of excellence and equity that sets high standards for every student.

Duties and responsibilities:

- Ensuring a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Promoting and supporting teachers to provide sufficient time for students to reflect on an assessment task and what they have learnt from it.

2. The quality of provision

- Raising the quality of teaching and learning and embedding a learning culture that will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.
- Setting high expectations and monitoring and evaluating the effectiveness of learning outcomes

Duties and responsibilities:

- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies.
- Developing a corporate learning environment and teaching practice through a supportive development and training programme that secures effective progress across the breadth of the School activities.
- Ensuring that curriculum support is provided to newly qualified teachers, non-assigned teachers and teachers and teaching assistants who may be new to the School.
- Monitoring of the quality of teaching and pupils' achievements including the analysis of performance data and observation.

- Demonstrate the principles and practice of effective teaching and learning
- Acknowledge excellence and challenge poor performance across the school
- To take a lead role in formulating, implementing and monitoring planning procedures
- Timetable and ensure sufficient cover for the delivery of the curriculum at all times
- Take a lead role in reporting to the governors on Inclusion within the schools
- To monitor and keep under review the teaching methods used across keystages for the purposes of inclusion, consistency, continuity and high standards
- To work alongside class teachers in order to provide guidance and help and to support the Head of School in monitoring teaching and learning
- Take a lead role in setting high expectations for excellent pupil behaviour, ensuring the schools policy on behaviour and discipline is at all times applied consistently and fairly and thus provide the optimum learning environment

3. Leadership and management

- Providing effective organisation and management of the above areas of responsibility. Improving organisational structures and functions based on rigorous self-evaluation.
- Ensuring that the above areas of responsibility - the people and resources within it - are organised and managed to provide an efficient, effective and safe learning environment.
- Ensure the above areas of responsibility are efficiently and effectively lead and managed.

Duties and responsibilities:

- Leading the **whole school** effectively in the absence of the Head of School when required to do so.
- Supporting the Executive Headteacher & Head of School in developing positive working relationships with and between all staff.
- Carrying out and securing the carrying out by other staff of School policy and procedures as defined by the Executive Headteacher and Governing Board.
- Assisting in the appointment of staff as requested and their deployment in the timetable to make most effective use of their skills, expertise and experience.
- Ensuring that within the school all staff have a clear understanding of their roles and responsibilities.
- As Inclusion Lead, ensuring the management and organisation of relevant groupings of pupils to ensure effective teaching and learning takes place and that pupils' personal development needs are met.
- To manage the delegated budgets efficiently and report budget status to governors and the Executive Headteacher as required.

4. Personal development and well-being (Every Child Matters)

- Securing and maintaining good working relationships with colleagues.
- Being an excellent example to pupil's, staff, parents and governors through their professional presentation and conduct in order to promote pupils' personal development.
- The Inclusion of every student and the ability and right of all to be the best they can be.

Duties and responsibilities:

- Supporting the Head of School in leading the development of the personalised learning agenda, raising achievement and improving the quality of teaching, learning and support across the school.
- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Support the Executive Headteacher & Head of School to build a collaborative learning culture within the school and actively engages with other schools to build effective learning communities.
- Ensuring that parents are well informed about Inclusion, the curriculum, its targets, students' attainment and their part in the process of improvement.

Knowledge, skills and competencies required:

- Has a commitment to choice and flexibility in learning to meet the learning needs of every child.
- Works effectively with relevant agencies to protect children.
- Gives and receives effective feedback and acts to improve personal performance.
- Treats people fairly, equitably and with dignity and respect to create and maintain a positive Academy culture.
- Builds a collaborative learning culture within the School and actively engages with other Schools to build effective learning communities.

5. Views of learners, parents/carers and other stakeholders

- Engaging with the internal and external school community to secure equity and entitlement for all.
- Collaborating with other schools in order to share expertise and bring positive benefits to the school.
- Working collaboratively at both strategic and operational levels with parents and carers and across the school workforce for the well-being of all children.

Duties and responsibilities:

- Creating and promoting positive strategies for challenging prejudice through the curriculum
- Ensuring learning experiences for pupils are linked into and integrated with the wider

community.

- Collecting and taking account of the views of learners, parents/carers and other stakeholders in the development of learning strategies.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families

6. General

- Take on specific tasks related to the day to day administration and organisation of the school as requested by the Executive Headteacher or Head of School
- Take on any additional responsibilities which might from time to time be determined
- To engage with appropriate training opportunities to promote professional effectiveness in this role
- Undertake any duties commensurate with the post and grade as required by the school.

7. Designated Safeguarding Lead Duties & Responsibilities

Main purpose

- The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems and processes in place). They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.
- They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.
- Some safeguarding activities may be delegated to deputies, but the DSL alongside the Executive Headteacher and Head of School will retain ultimate lead responsibility for safeguarding and child protection.

Duties and responsibilities

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed

Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform the Executive Headteacher & Head of School of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the Executive Headteacher & Head of School and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
- Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
- Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school
- The above includes:
- Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
- Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential

Managing the child protection file

- Ensure child protection files are kept up to date
- Keep information confidential and store it securely
- Make sure records include:
- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the school (including in year transfers):
- Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
- Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place

Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

Other areas of responsibility

- The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.
- During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video call in exceptional circumstances.
- Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out.

Assistant Headteacher		Executive Headteacher	
	DATE		DATE