



**THE MARVELL COLLEGE**  
**JOB DESCRIPTION & PERSON SPECIFICATION**

**Job: Assistant  
Head teacher (AHT)**

**GRADE: Leadership scale**

**DATE PREPARED: May 2017**

**JOB HOLDER:**

**REPORTING TO: Vice Principal /  
Deputy Head teacher (DHT)**

**PURPOSE:**

The core purpose of the Assistant Head teacher (AHT) is to provide professional leadership and management securing success and improvement for the school and a high quality of education for every pupil within a designated key stage.

As a member of the SLT, the AHT will share in the responsibilities and duties of the senior leadership at the school.

To take responsibility for specific aspects of Self Evaluation and School Improvement Priorities (SIP) and actions.

To take a lead responsibility for delivery of Key Performance Indicators (KPI's) from the SIP.

To carry out the duties of a school teacher as set out in the latest STPC, and particular duties that the Principal may reasonably direct. In allocating time to the performance of duties and responsibilities of a AHT is not subject to directed time considerations.

**PRINCIPAL ACCOUNTABILITIES:**

*Please note decision making must be included within the Principal Accountabilities*

- |    |   |
|----|---|
| 1. | <u>Safeguarding</u><br>To promote and safeguard the welfare of children, young people and/or vulnerable adults.<br>To ensure personal safeguarding training is maintained in line with regulations. |
|----|---|

2.	<ul style="list-style-type: none"> <li>• Lead on the monitoring of pupil achievement (both progress and attainment), attendance and behaviour for pupils in an identified key stage to ensure all pupils achieve their best.</li> <li>• Under the guidance of the DHT, ensure that the relevant procedures and processes are put in place by providing timely and appropriate intervention when the monitoring indicates need.</li> <li>• Lead a team of teachers and support staff, ensuring that, through appropriate monitoring/actions, they provide the relevant care and guidance for each of their pupils in line with school policy.</li> <li>• Responsibility for contributing to the design and implementation of the pastoral curriculum including PSHE, CIAG. Ensuring the SMSC development of all pupils in the school but with specific outcomes relevant to the needs of pupils in an identified key stage.</li> </ul>
3.	<p><u>Personal Qualities and Knowledge</u></p> <ul style="list-style-type: none"> <li>• Demonstrate optimistic personal behaviour, positive relationships and attitudes towards all stakeholders</li> <li>• Model hard work, resilience, creativity, flexibility in thinking and an unwavering ‘can do’ mentality</li> <li>• Remain open minded and committed to maintaining up-to-date knowledge of current research and best practice related to leadership of personal development, behaviour and welfare and its impact on pupil outcomes</li> <li>• Communicate a strong and clear narrative for the vision and values of the Academy; through words and actions explicitly lead the Academy in living our the vision and values on a day to day basis</li> </ul>
4.	<p><u>School Improvement – Areas of Specific Responsibility</u></p> <ul style="list-style-type: none"> <li>• Lead on whole school improvement priorities within an identified key stage, ensuring standards and expectations are high and the ethos and vision of the school is upheld. Whole School improvement areas will be agreed from the following: <ul style="list-style-type: none"> <li>- Curriculum including the unique pastoral provision and enrichment for all pupils</li> <li>- Quality first teaching</li> <li>- Personal Development, Behaviour and Welfare</li> <li>- Attendance including punctuality</li> <li>- Outcomes for pupils</li> </ul> </li> </ul> <p>Areas may be added/deleted depending on the changing priorities of the school and national priorities including the most recent Ofsted framework.</p> <ul style="list-style-type: none"> <li>• Self-evaluation driven by pupil outcomes including the detailed ‘diagnosis’ of factors that contribute to under performance.</li> <li>• Writing a development plan for the area of responsibility ensuring very clear actions in relation to diagnosis and clear, measurable and ambitious success criteria</li> <li>• Responsibility for the monitoring and evaluation of the agreed aspects including writing reports for the school self-evaluation document and for our accountability to the Governing Body.</li> </ul>

5.	<p><u>Standards and Quality Assurance</u></p> <ul style="list-style-type: none"> <li>• Demand and support the delivery of ambitious standards for all pupils that lead to excellent outcomes, particularly for disadvantaged pupils</li> <li>• Secure excellent teaching and pastoral care through an analytical understanding of how pupils learn, particularly those who are disadvantaged</li> <li>• Work as a member of the SLT to promote a positive learning environment for all pupils</li> <li>• Treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture</li> <li>• Set and model a good example in terms of standard of classroom teaching, dress, professional conduct/standards, punctuality and attendance</li> <li>• Deliver strong academic outcomes for the groups of pupils that your are responsible for teaching</li> <li>• Responsible for the maintenance of records including academic data relating to pupils.</li> <li>• Conduct regular, robust and rigorous quality assurance (QA) on provision within the Academy as part of the senior leadership team.</li> <li>• Deliver high quality support and continuing professional development in response to QA that leads to positive impact in a timely manner for other colleagues</li> <li>• Attend, contribute to and lead all appropriate team and staff meetings.</li> </ul>
6.	<p><u>Generic Responsibilities</u></p> <ul style="list-style-type: none"> <li>• To promote and drive the vision and values of The Marvell College though daily actions and interactions with all stakeholders</li> <li>• To develop and maintain high quality professional relationships with colleagues that create a positive culture of collaboration and teamwork and lead to positive impact on pupil achievement</li> <li>• Provide accurate and up to date information and data on areas of responsibility for Local Governing Body and senior team meetings</li> <li>• Provide operational leadership for the school on an day to day basis</li> <li>• Participate in the formulation and delivery of whole school policy</li> <li>• Lead appropriate teams/working groups related to designated responsibilities</li> <li>• Prepare for and chair appropriate meetings</li> <li>• Line manage designated departments/year teams offering support and challenge reporting findings to line manager</li> <li>• Responsibility for the performance management of identified middle leaders</li> <li>• Lead whole school events/functions as appropriate to responsibilities</li> <li>• Lead and participate in supervision at lunchtime, 'meet and greet' and other duties</li> </ul>
7.	<p>The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Hull City Council, as your employer and you as an employee of the council. In addition to the Councils overall duties, the post holder has personal responsibility for their own health &amp; safety and that of other employees; additional and more specific responsibilities are identified in the Council's Corporate H&amp;S policy.</p>
<p><b>GENERAL:</b> The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required.</p>	

**DIMENSIONS:**

All sections should be completed – if there aren't any state 'none'

**1. Responsibility for Staff:**

Allocated Team  
Link Departments

**2. Responsibility for other stakeholders:**

Pupils  
Parents  
Pastoral Support Agencies  
Other business/charitable partners

**3. None****4. Responsibility for Physical Resources:**

Sensible and safe use of all school resources

**WORKING RELATIONSHIPS:**

All sections should be completed – if there aren't any state 'none'

**1. Within Service Area/Section:**

Principal, All SLT members, All Staff and St. Mary's College/HCAT/Hull Collaborative Teaching School

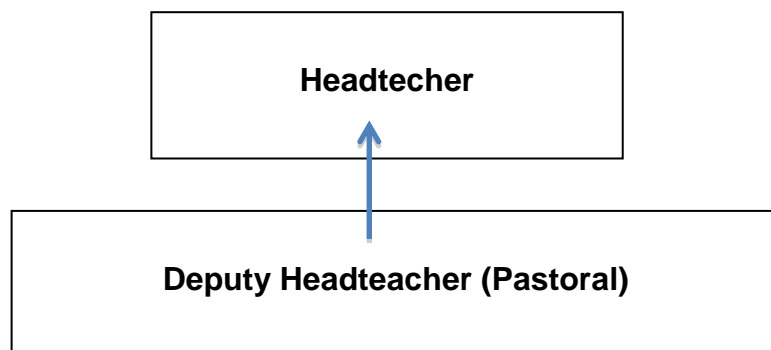
**2. With any Council Services**

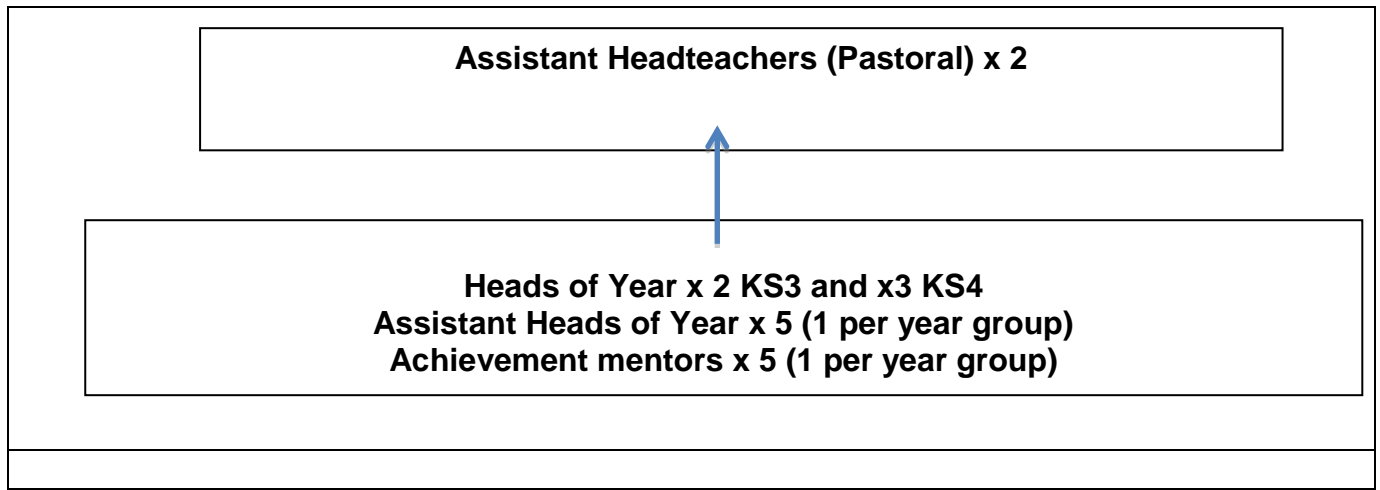
Social Services

Local Authority Officers/Members.

**3. With External Bodies**

Health Services  
Local Policing Team  
Further and higher Education Providers  
Business partners

**ORGANISATION CHART:**



	<i>Tick relevant level for each category</i>						<b>Supporting Information (if applicable)</b>
	<b>Not applicable</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>	<b>Very High</b>	<b>Intense</b>	
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).	✓						
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		✓					
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			✓				

<b>PERSON SPECIFICATION</b>		Tick relevant column		List code/s*
		Essential	Desirable	How identified
<p><b>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</b></p> <p><i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</i></p>				
<b>1.</b>	<b>Qualifications:</b>			
	Degree	✓		AF/CQ
	Masters Degree		✓	AF/CQ
	Qualified Teacher Status	✓		AF/CQ
	Evidence of recent relevant professional development appropriate to areas of responsibility		✓	AF
<b>2.</b>	<b>Relevant Experience:</b>			
	Successful teaching experience within 11-16 age range	✓		AF/R
	Success in a post with leadership/management responsibility measured by improved outcomes	✓		AF/R/I
	Evidence of successfully leading and motivating teams	✓		AF/R/I
	Evidence of successful project management leading to change		✓	AF/R/I
<b>3.</b>	<b>Skills:</b>			
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people and/or vulnerable adults.	✓		R/I
	Good/Outstanding classroom teacher	✓		R/I
	Team player – with evidence of successful team work	✓		AF/R/I
	Ability to motivate and inspire colleagues	✓		R/I
	Ability to analyse a range of data including DfE performance data and use the data to evaluate provision	✓		R/I
<b>4.</b>	<b>Knowledge:</b>			
	A knowledge and commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults	✓		I
	Knowledge of recent educational reports affecting 11-16 education and their impact on whole school policy	✓		I
	A commitment to equality of opportunity for all	✓		I
<b>5.</b>	<b>Personal Qualities:</b>			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people and/or vulnerable adults.	✓		R/I
	Genuine motivation/desire to work with young people in order to improve their life chances	✓		R/I
	Effectively communicates with staff, pupils, parents and partners	✓		AF/I
	Personal impact and presence	✓		I/R
	Energy, drive and determination	✓		I/R

<b>PERSON SPECIFICATION</b>		Tick relevant column		List code/s*
<p><b>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</b></p> <p><i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</i></p>		Essential	Desirable	How identified
		Reliability and integrity	✓	
Ability to meet deadlines and to work under pressure	✓		R	
Treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture	✓		R/I	
<b>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</b>				
<b>6.</b>	<b>Competencies:</b>			
	The competencies listed below are <b>all</b> requirements for working at The Marvell College in any post; however, those that have been ticked as essential have been identified as key competencies for this role and will be measured as part of the selection process. <b>They are not required to be addressed in the candidate's application form.</b>			
	Passionate about young people achieving and gaining skills for the world of work	✓		
	School improvement	✓		
	Analysis and decision making	✓		
	Making things happen	✓		
	Communicating with impact	✓		
	Developing self and others	✓		
<b>7.</b>	<b>Disclosure of Criminal Record:</b>			
	The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced Disclosure from the Disclosure Services (if ticked as an essential requirement).	✓		DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	✓		AF(after short listing)
	If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only.			AF (after short listing)