

Profile - Assistant Headteacher - Raising Standards

Reporting to: Executive Head

Responsible for: Supporting the Executive Headteacher and Associate Headteachers in providing strategic and operational leadership across King's Academy Gomer and King's Academy Rowner.

Location: KA Gomer & KA Rowner

Core Purpose	The Assistant Headteacher (Raising Standards Leader) will play a key role in the strategic leadership and day-to-day management of both schools, with a clear focus on securing strong academic outcomes for all pupils. The postholder will lead on raising attainment and progress so that outcomes are at least in line with, and increasingly above, national averages, ensuring that pupils with SEND, those who are disadvantaged and those at risk of underachievement achieve as well as their peers. The role is underpinned by a PiXL-informed, evidence-led approach, using sharp assessment, diagnostic analysis and high-quality teaching to translate systems into measurable classroom impact.
Strategic Leadership	<ul style="list-style-type: none"> • Support the Executive Headteacher and Associate Headteachers in the strategic development of both academies. • Lead a PiXL-informed approach to raising standards, ensuring that assessment, Question Level Analysis (QLA) and cohort analysis inform improvement priorities and targeted action. • Lead, monitor and evaluate whole-school improvement priorities to raise standards of attainment and progress for all pupils ensuring clear accountability and measurable impact. • Use performance data and evidence-informed approaches to identify strengths and areas for development, ensuring impact is measurable. • Contribute to KGA-wide priorities and networks, sharing expertise and supporting colleagues where required
Teaching and Learning	<ul style="list-style-type: none"> • Champion high-quality teaching and learning across the schools, modelling excellent practice and supporting staff to refine pedagogy in-line with the KGA Principles of teaching and the KGA Core. • Lead the design, implementation and monitoring of the assessment calendar, ensuring consistency, accuracy and timeliness across both schools. • Track and analyse whole-school data using formative and summative approaches, including Question Level Analysis (QLA), to identify trends and inform teaching priorities. • Support teachers in interpreting and using assessment information effectively to plan responsive teaching, close learning gaps and raise pupil attainment. • Drive high expectations for all pupils, with a particular focus on closing attainment and progress gaps for pupils with SEND and those who are disadvantaged. • Support the design and implementation of robust systems for monitoring pupil outcomes and teacher impact. • Ensure that adaptive teaching and high-quality classroom practice are the first response to meeting need, with intervention used precisely where it adds value. • Act as the school's Arbor Champion, leading the effective use of the MIS to track progress, inform strategic decision-making, and strengthen staff confidence in using data.

Developing People and Teams	<ul style="list-style-type: none"> • Foster a culture of professional growth, reflection and accountability within teaching teams. • Line Lead • Hold a clear overview of teaching quality across the schools, using evidence to support, challenge and develop staff to improve pupil outcomes. • Lead aspects of professional development, coaching and performance management to build capacity and sustain improvement. • Support staff wellbeing through a fair, respectful and collaborative leadership approach.
Behaviour, Safeguarding and Ethos	<ul style="list-style-type: none"> • Promote a calm, safe and respectful learning environment underpinned by clear systems and consistent expectations. • Work with leaders, staff and families to remove barriers to learning and enable all pupils to thrive. • Serve as a Deputy Designated Safeguarding Lead (DDSL), working alongside the DSL and safeguarding team to ensure effective implementation of statutory safeguarding duties. • Uphold and model KGA values of Honesty, Faith and Courage, contributing positively to the ethos and community of each academy.
Operational Responsibilities	<ul style="list-style-type: none"> • Support the effective use of resources and deployment of staff to maximise pupil outcomes. • Contribute to policy development, operational planning and evaluation of school systems. • Attend and report to relevant leadership, governance and meetings as required. • Carry out any other duties commensurate with the scope and grade of the post, as reasonably requested by the Executive Headteacher or Associate Headteachers.

Our Assistant Head Teacher must:

1. Be flexible, innovative and solution-focused in meeting the varied demands of leadership across two schools.
2. Keep abreast of current educational research, policy, and practice to inform strategic decision-making.
3. Manage a teaching commitment alongside leadership responsibilities, modelling excellence in the classroom.
4. Take a proactive lead in school improvement priorities, including assessment, curriculum development and data-informed teaching.
5. Demonstrate commitment to continuous improvement through reflective practice and effective collaboration.
6. Represent the schools positively within the wider KGA community and contribute to trust-wide initiatives that enhance pupil outcomes.
7. Build and maintain strong, professional relationships with staff, pupils, parents and stakeholders.
8. Engage in ongoing professional learning and model a commitment to personal growth and leadership development.

Mobility Clause

As an employee of King's Group Academies, you may be required to work some of your contracted hours at other schools within the Trust, subject to the needs of the role.

Flexibility Statement

The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

General duties and areas of responsibility

Teaching

- Undertake a teaching commitment e.g. some PPA release, modelling high-quality practice and maintaining credibility as a classroom practitioner.
- Plan and deliver well-structured, engaging lessons in line with the school's curriculum, policies and high expectations.
- Assess, monitor, record and report on the progress and attainment of pupils, making effective use of assessment to inform teaching.
- Adapt teaching to respond to the strengths and needs of all learners, ensuring inclusion and equity.
- Set high expectations that inspire, motivate and challenge pupils to achieve their best.
- Promote excellent progress and outcomes through responsive teaching and effective feedback.
- Maintain strong subject and curriculum knowledge, contributing to curriculum development as appropriate.
- Participate in arrangements for preparing pupils for statutory and summative assessments.

Whole-School Organisation, Strategy and Development

- Contribute to the development, implementation and evaluation of academy improvement priorities, policies and procedures.
- Play a key role in shaping the school's ethos and values, supporting a culture of ambition, inclusion and continuous improvement.
- Work collaboratively with colleagues on curriculum and pupil development to ensure coherence and progression across the school.
- Provide cover, when required, in exceptional circumstances where another teacher is unable to teach.

Health, Safety and Discipline

- Promote and safeguard the welfare of pupils, ensuring a safe and supportive learning environment.
- Maintain high standards of behaviour and discipline, modelling positive relationships and restorative approaches.
- Ensure safeguarding policies and practices are understood, implemented and consistently applied.

Professional Development

- Participate fully in the school's appraisal and professional learning programme.
- Engage in continuing professional development to enhance leadership and classroom practice.
- Support and contribute to the professional growth of others through coaching, mentoring and constructive feedback.

Communication and Collaboration

- Communicate effectively and professionally with pupils, parents, carers and colleagues.
- Build and sustain positive relationships with staff, pupils and families to support learning and wellbeing.
- Collaborate with colleagues and external partners to strengthen outcomes for pupils.

Personal and Professional Conduct

- Uphold public trust in the teaching profession, maintaining the highest standards of integrity and professionalism.
- Demonstrate commitment to the ethos, policies and practices of the school and the wider KGA community.
- Maintain excellent attendance, punctuality and reliability.

All colleagues will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.

Person Specification - Assistant Headteacher - Raising Standards

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified Teacher Status. • Proven track record of successful teaching and leadership within the primary phase. • Evidence of sustained professional development relevant to school improvement and leadership. • Strong understanding of KS2 standards and assessment, or the ability to demonstrate clearly how experience from another phase is transferable to a junior school context.
Skills and knowledge	<ul style="list-style-type: none"> • Excellent understanding of effective teaching, learning and assessment strategies. • Understanding of how structured systems such as PiXL can be used to strengthen teaching, sharpen assessment and secure improved outcomes for pupils. • Strong knowledge of curriculum design, progression and statutory requirements. • Proven ability to lead whole-school assessment systems, including the use of data (e.g. QLA, formative and summative analysis) to drive improvement. • Confident use of digital tools and MIS systems (particularly Arbor) to support monitoring, evaluation and school improvement. • Deep understanding of how children learn and how to remove barriers to achievement. • Sound knowledge of safeguarding principles, child protection and effective behaviour management. • Excellent organisational and analytical skills, with the ability to use data to inform strategy and measure impact. • Ability to coach, mentor and develop others to improve classroom practice and pupil outcomes. • Strong communication and interpersonal skills, with the ability to inspire and influence staff, pupils and parents.
Raising Standards Focus	<ul style="list-style-type: none"> • A commitment to knowing pupils and cohorts exceptionally well, using insight and evidence to inform action • The ability to identify barriers to learning early and respond decisively to prevent underachievement • A firm belief that strong, high-quality teaching is the first and most important response to improving outcomes • The skill to ensure that intervention is precisely targeted, purposeful and rigorously evaluated for impact • A relentless focus on ensuring that all pupils achieve highly, including those with SEND and those who are disadvantaged
Leadership and Management	<ul style="list-style-type: none"> • Demonstrable success in leading initiatives that have raised standards and improved pupil outcomes. • Ability to translate strategic vision into actionable plans that deliver measurable impact. • Capacity to manage change effectively and foster a culture of collaboration and continuous improvement. • Proven ability to motivate and hold others to account through constructive and supportive leadership. • Commitment to ensuring equity, inclusion and high expectations for every pupil. • Experience of performance management and contributing to staff development at whole-school level.

Personal qualities	<ul style="list-style-type: none"> ● High expectations for self and others, with a belief that every child can succeed. ● Reflective, resilient and adaptable in the face of challenge. ● A collaborative team player with a positive, solution-focused approach. ● Emotionally intelligent leader who builds trust and professional respect. ● Commitment to upholding the ethos and values of King's Group Academies – Honesty, Faith and Courage. ● Commitment to safeguarding, equality, diversity and the well-being of pupils and staff. ● Genuine enthusiasm for working across two schools to deliver shared success and sustainable improvement.
Safeguarding	<ul style="list-style-type: none"> ● The postholder will be required to hold or obtain an Enhanced DBS and demonstrate a personal commitment to safeguarding and promoting the welfare of children and young people.