

Norwood Primary and Pre-School
Assistant Headteacher for Curriculum and Teaching and Learning

Job details

Salary: L5 to L8

Contract type: Full-Time, Permanent

Reporting to: Headteacher

Overview:

The Assistant Headteacher will be Norwood's key strategic lead for the quality of curriculum, teaching and learning. They will ensure that our approach to our curriculum and teaching is consistently excellent, informed by the best evidence of what works, and underpinned by a healthy approach to innovation. They will lead our team in ensuring that in every subject, teaching is of the highest quality and children make excellent progress. In order to deliver this, they will oversee a high-quality programme of CPD, coaching and mentoring, that is research-based and evidence-led.

The Assistant Headteacher will support the Headteacher and SLT in sharing the responsibility for the day-to-day running and management of the school, supporting and advising colleagues in all aspects of their work. They will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

Key Responsibilities:

- **Curriculum Development:** Lead the design, implementation, and evaluation of a broad, balanced, and inclusive curriculum that meets the needs of all our children.
- **Teaching and Learning:** Foster a culture of continuous improvement in teaching practices, ensuring high standards of teaching and learning across the school, through effective coaching and mentoring strategies.
- **Staff Development:** Provide professional development opportunities and support for teachers to enhance their instructional skills and pedagogical knowledge.
- **Leadership:** Support the Headteacher (HT) and other senior leaders (SLT) to drive the school's vision and strategic goals.

Main Expectations of the Role:

Leading Curriculum, Teaching and Learning:

- Provide an example of 'excellence' as a leading classroom practitioner, inspiring and motivating other staff. *Some teaching responsibility is required within this role.*
- Have strategic responsibility for the design, quality, and implementation of Norwood's curriculum, from EYFS to Year 6, across all subjects.
- Ensure that it is fit for purpose and designed so that children know and remember more, ensuring that teaching is always adaptive and responsive to children.
- Lead the design, implementation and impact of each individual subject, liaising with the subject leader and providing guidance and support as needed.
- Lead on the development of subject leadership and subject-specific teacher knowledge in line with the implementation of Norwood's curriculum.
- Remain up to date on local and national curriculum needs and changes and prepare and plan accordingly.
- Be the lead on Norwood's pedagogical approaches, captured in the Teaching and Learning Framework, ensuring that teaching is evidence based, research informed, and of the highest quality for all children.
- Lead on and implement a programme of coaching and mentoring to support the development of teaching practice across the school.

- Oversee regular reviews of standards within, and across, subject areas.
- Ensure that there is a constant cycle of review, improvement and evaluation in all subject areas and for individual teachers.
- Be the lead for staff development, both teaching and non-teaching, ensuring that all members of the school receive timely and ongoing personal development.
- Remain up to date on relevant and recent pedagogy, theory and practice, showing initiative and independence in own learning, and be willing to share this, and lead staff, in new practices.

Shaping the future strategic development of the school:

- Support the HT in strategic planning, delivering on the strategy and ensuring management decisions are implemented.
- Support the HT in the improvement planning process and contribute to the continued self-evaluation of the school.
- Demonstrate high standards of personal integrity, loyalty, discretion and professionalism.
- Promote a culture of teamwork, in which views of all members of the school community are valued and considered.

Safeguarding:

- Lead and promote a strong culture of safeguarding and inclusion
- Support colleagues with the implementation of systems and processes to support the safeguarding of children.
- Monitoring the quality of safeguarding provision for all children.

Developing Self and Others:

- Work with SLT to lead, motivate, support, challenge and develop all staff to secure continual improvement including his/her own continual professional development.
- Lead the performance management of designated staff.
- Support induction of new staff, children and volunteers to the school.
- Set high expectations for your own performance and that of others; be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.
- Commitment to continuous professional development, particularly in keeping abreast of current educational research and evidence-based practices to inform strategic decision-making and school improvement initiatives.

Managing the Organisation:

- Contribute to and support the school's vision and values.
- Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication.
- As appropriate and under the leadership of the Headteacher, undertake activities related to professional, personnel and HR issues.
- Develop action plans in specified areas of responsibility, in order to bring about continued improvement.
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school for children and staff.
- Work with the Headteacher to recruit, develop and retain high quality staff.
- Support the Headteacher by contributing to the staffing structure each year to ensure that resources are effectively deployed to deliver the highest quality education.
- Contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities.

Securing Accountability:

- Support the staff and governing body in fulfilling their responsibilities with regard to the school's key performance indicators.
- Work alongside the Headteacher to secure improvement through performance management; take responsibility for the performance management of identified staff.
- Contribute to the reporting of the performance of the school to parents, carers, governors and Hampshire County Council.
- Take responsibility for promoting and safeguarding the welfare of children and staff within the school.

Strengthening the Community:

- Contribute to the strengthening of partnerships within the local cluster of schools, working in partnership with Hampshire County Council and beyond.
- Assist the SLT in developing the policies and practice which promote inclusion, equality and the extended services that the school offers.
- Contribute to the development of a curriculum which provides children with opportunities to enhance learning within the wider community.
- Promote and model good relationships with parents/carers which are based on partnerships to support and improve children's achievement.

Other:

- To fulfil all other duties as specified by the Headteacher.
- Job Descriptions are subject to periodic review and may be renegotiated to meet the changing needs of the school.

Person Specification

Personal Attributes and Skills: Essential
<ul style="list-style-type: none"> • A commitment to an inclusive, well-rounded education that develops the whole child.
<ul style="list-style-type: none"> • Display an inclusive and collaborative leadership style.
<ul style="list-style-type: none"> • Ability to initiate and manage change.
<ul style="list-style-type: none"> • Be encouraging and supportive in the development of others.
<ul style="list-style-type: none"> • A passion for teaching and learning; able to transmit passion about the role to others.
<ul style="list-style-type: none"> • Ability to relate well to all staff at all levels securing open, trusting relationships demonstrating reliability and integrity.
<ul style="list-style-type: none"> • Maintain a positive and optimistic attitude, even during challenging situations.
<ul style="list-style-type: none"> • Readiness to reflect on, evaluate and improve practice and to hold self and others to account
<ul style="list-style-type: none"> • Possess the energy, presence, positivity and commitment required for excellent school leadership.
<ul style="list-style-type: none"> • Strong communication skills, both verbal and written to communicate effectively to a wide range of different audiences.
<ul style="list-style-type: none"> • A desire to continue to develop your own practice in the classroom and as a leader.
<ul style="list-style-type: none"> • Ability to manage workload and a life beyond the school.
<ul style="list-style-type: none"> • A sense of humour.

Leading Curriculum, Teaching & Learning	
Essential	Desirable
<ul style="list-style-type: none"> • Commitment to the whole child and to inclusive practice. 	<ul style="list-style-type: none"> • Recent experience of teaching in a range of year groups across the primary phase and in more than one school.
<ul style="list-style-type: none"> • Ability to model, coach and mentor staff to secure exemplary learning for pupils. 	<ul style="list-style-type: none"> • Experience of leading middle leaders and supporting them to become senior leaders.
<ul style="list-style-type: none"> • Highly effective practitioner in primary education with a strong understanding of EYFS from 3+. Recent classroom experience essential. 	<ul style="list-style-type: none"> • Experience of developing a coaching culture across a school.
<ul style="list-style-type: none"> • A secure understanding of what contributes to successful learning and effective teaching strategies to achieve this. 	<ul style="list-style-type: none"> • Experience of coaching and mentoring across the staffing structure, including ECTs, teacher trainees, LSAs and volunteers.
<ul style="list-style-type: none"> • A clear understanding of what constitutes a broad and balanced curriculum that goes beyond statutory requirements. 	<ul style="list-style-type: none"> • Experience as a key stage leader, phase leader or year leader.
<ul style="list-style-type: none"> • Experience of recent design and implementation of a knowledge-rich curriculum, from EYFS to Year 6. 	<ul style="list-style-type: none"> • Experience of developing a curriculum that is tailored and adapted to meet the needs of children with SEND, EAL and those who are disadvantaged.
<ul style="list-style-type: none"> • Proven experience of successful leadership in primary education including leading a key subject/year team/key stage for improvement and evidence of impact. 	<ul style="list-style-type: none"> • Experience of the design and implementation of a teaching and learning framework/set of principles.

<ul style="list-style-type: none"> • Demonstrate a range of coaching strategies and practices, with experience of coaching teachers with success. 	<ul style="list-style-type: none"> • Experience of designing and implementing a CPD programme to improve curriculum and teaching and learning across the school.
<ul style="list-style-type: none"> • Strong understanding of pedagogy and practice in relation to teaching, the science of learning and what leads to strong outcomes for all children. 	

Leadership & Management	
Essential	Desirable
<ul style="list-style-type: none"> • Ability to work supportively with governors. 	<ul style="list-style-type: none"> • Have experience of providing reports or presentations to governors.
<ul style="list-style-type: none"> • Experience of developing a range of staff across a school to improve their skills and contribution to school life. 	<ul style="list-style-type: none"> • Experience of leading performance management reviews for support staff and/or teachers contributing to whole school improvement and individual development of staff.
<ul style="list-style-type: none"> • Understanding the need for safeguarding and to protect children and staff from harm. Knowledge of the statutory requirements and other relevant legislation relating to child protection procedures and safeguarding. To have a current enhanced DBS clearance. 	<ul style="list-style-type: none"> • DSLO or equivalent training carried out.
<ul style="list-style-type: none"> • To provide evidence of strong leadership skills, which incorporates detailed planning, successful implementation and effective monitoring and evaluation of strategies. 	<ul style="list-style-type: none"> • To have the ability to access and analyse data and use this information to set priorities and determine actions.
<ul style="list-style-type: none"> • A proven track record of being an excellent class teacher, subject leader and middle leader. 	<ul style="list-style-type: none"> • Experience in interpreting and presenting data to others.
<ul style="list-style-type: none"> • Experience of working with others, e.g. community organisations, schools, to support school improvement. 	<ul style="list-style-type: none"> • Experienced in delivering training and support for parents, eg, leading workshops, open classrooms, parent briefings.
<ul style="list-style-type: none"> • Confidence in working with parents to support their children to learn and be successful at school. 	<ul style="list-style-type: none"> • Experience in liaison with other agencies to support children.
<ul style="list-style-type: none"> • Supporting other schools in an outward facing capacity and embracing the school-to-school support model for improvement. 	<ul style="list-style-type: none"> • Experience of being a SLE or supporting other schools outside your current setting.

Knowledge and Qualifications	
Essential	Desirable
<ul style="list-style-type: none"> • Graduate with Qualified Teacher Status (QTS) 	<ul style="list-style-type: none"> • Achievement of NPQML or relevant middle leader qualification.
<ul style="list-style-type: none"> • A record of continuous professional development that includes training in leadership and management. 	<ul style="list-style-type: none"> • DSLO Level 2 and 3
<ul style="list-style-type: none"> • An excellent classroom practitioner with a strong history of high quality, inclusive teaching. 	<ul style="list-style-type: none"> • Recent classroom experience that demonstrates high quality, teaching and learning practice.
<ul style="list-style-type: none"> • Knowledge of the current primary curriculum including a sound understanding of assessment and monitoring across EYFS, KS1 and KS2. 	<ul style="list-style-type: none"> • Experience of leading external moderations • as a representative for the local authority in EYFS, KS1 and/or KS2.
<ul style="list-style-type: none"> • Principles and practices of effective teaching and learning. 	

Experience	
Essential	Desirable
<ul style="list-style-type: none"> • Evidence of leadership and management of a whole school aspect which demonstrates excellent outcomes/expectations for children 	<ul style="list-style-type: none"> • Experience of supporting other schools outside your current setting.
<ul style="list-style-type: none"> • Familiarity with the use of data to raise expectations, achievement and attainment. 	
<ul style="list-style-type: none"> • A strong awareness of children with complex needs and the way in which provision and support is required to ensure these children also make at least good progress. 	
<ul style="list-style-type: none"> • Evidence of coaching & impact of improved learning. 	
<ul style="list-style-type: none"> • Successful leadership experience at a middle leader, year leader or phase leader level. 	