



Job Description

Name:

Post: Assistant Head Teacher

Reporting to: Deputy Head

Salary Scale: Leadership Scale

Date: September 2026

Purpose of the Job

- Support the improvement of standards in learning and teaching in a phase in school
- Lead agreed areas of specific responsibility across the whole school
- Support the strategic direction and improvement of the school
- Take responsibility for promoting and safeguarding the welfare of children within the school
- Support the schools' aims, values and policies

This job profile recognises the requirements of the current Pay and Conditions document and reflects the instrument of government, vision, aims, school strategic plans and policies of the school. The post holder will meet the expectations for the professional practice and conduct of teachers as defined by the Teachers' Standards 2012.

Key Accountabilities

Leading teaching and learning

- Support the monitoring of class planning and target setting with the AHT for Curriculum and Assessment
- Be responsible for ensuring the implementation of the curriculum and assessment systems including progress and achievement reviews in consultation with the Deputy Headteacher.
- Under the direction of the Deputy Headteacher, support the processes involved in monitoring, evaluating and challenging the quality of learning and teaching in phase, including lesson observations
- Provide reports and information on pupil progress and achievement within the phase
- Ensure high expectations and high-quality educational experiences for all pupils
- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community

Leadership of staff

- Work with the SLT to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring.
- Provide a lead on aspects of CPD including delivering training during PDMs or INSET days as appropriate to staff
- Support the training, induction and development of ECTs and teachers new to Springwell
- Support the maintenance of a learning community within the school, modelling and promoting a reflective approach to development
- Take a lead role in the performance management process for allocated members of staff and help ensure systems are effective in raising quality of teaching, learning and service delivery
- Provide support for the staff induction process
- Support the day to day management of the school and effective deployment and performance of staff

Managing the organisation

- Be a proactive member of the Leadership and Management team (LMT)
- Support the Deputy Headteacher in the effective organisation and management of the school
- Support the efficient and effective management of the school environment to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensure the effective dissemination of information across the phases
- Ensure behaviour, attendance and other whole school policies are implemented consistently across the key stages
- Lead the transition procedures into and from the phase

Securing Accountability

- Provide support to staff to enable them to work collaboratively, share knowledge, skills and understanding, celebrate success and accept responsibility for outcomes
- Ensure teachers and support staff in the phase fulfil their responsibilities in regard to pupil performance and standards
- Support the Headteacher in evaluating and reporting the school's performance
- Ensure consistency in the information parents/carers receive about their child's attainment, progress and well being
- Promote and safeguard the welfare of children in the phases and their health and safety

Partnership

- Develop and maintain contact with relevant specialist support services as appropriate to the needs of the pupils in the key stages and specific responsibilities
- Promote the positive involvement of parents/carers in school
- Promote effective working partnerships across all aspects of Springwell provision

Specific

- Responsible for provision and standards in a phase
- Lead curriculum developments for own phase in collaboration with AHT for C & A
- Phase Educational Visits Co-ordinator (EVC)
- Phase Teacher Line Management
- Provide information on all aspects of the phase's performance to the Headteacher.
- Model teaching, coach staff and lead improvements in teaching and learning for at least 0.1 within a class on a weekly basis
- Lead on two specific whole school responsibilities (to be agreed on appointment)

Responsibilities

- Pupils and staff in the phase (whole school if and as required)
- Support the leadership and provision of the Springwell Inclusion Partnership including Outreach Advisory Service, as appropriate

Supporting the school

- Support the aims, values, mission and ethos of the school and participate in a team approach to all aspects of school life
- Attend and contribute to staff meetings and INSET days as required and identify areas of personal practice and experience to develop
- Take responsibility for safeguarding following the agreed policies at all times, be aware of confidential issues linked to home/child/school and keep confidences appropriately
- Be aware of health and safety issues and act in accordance with Health and Safety policies
- Ensure implementation and promotion in employment and service delivery of equal opportunities policies and statutory responsibilities



Other duties

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she/they has appropriate qualifications or receives appropriate training to carry out these duties.

Person Specification

Post: Assistant Head Phase

ESSENTIAL	DESIRABLE
Qualifications	
<p>Qualified Teacher Status Evidence of continuous professional development and commitment to further training</p>	<p>Evidence of further study e.g NPQSL or equivalent</p>
Experience	
<p>Experience of leading the teaching of pupils with learning difficulties within Key Stages One/Two Evidence of being an outstanding teacher Experience of raising levels of educational achievement Whole school management experience as a middle leader Experience of Curriculum development and innovation Experience of leading aspect of whole school improvement</p>	<p>Experience of daily school management and staff deployment</p>
Knowledge, skills and abilities	
<p>Understanding and ability to lead whole school improvements and developments regarding lunchtimes and a whole school approach to healthy eating and food. Ability to strategically lead the Annual Review process facilitating the engagement of parents and professionals Professional knowledge and understanding of what constitutes and how to achieve quality in educational provision and high aspirations for children with learning difficulties. Demonstrable understanding of the principles and practice of school improvement Skilled in development planning and the formulation, implementation and evaluation of short- and long-term objectives Good understanding of performance measures and approaches to improving standards Skilled coach and mentor To have a collaborative style of leadership, motivation and management Ability to innovate and recognise and build on other people's good practice Proven ability to inspire, motivate, encourage, support and involve children, staff, governors and parents and to lead by example Working knowledge of current national frameworks for education and special educational needs Ability to use a range of effective management strategies Ability to work collegially with colleagues, parents, governors, professionals and the wider community Set goals, plan, manage change in a complex environment Communicate effectively both orally and in writing with pupils, parents, staff and governors. Develop and enhance the reputation of the school in, and its relationship with, the local community</p>	<p>Knowledge of pupils with complex medical needs Knowledge of sensory pathways and therapeutic inputs, or working as part of a MDT.</p>
Equality, inclusion and safeguarding issues	
<p>Ability to integrate equality policies into service delivery Commitment to safeguarding Responsible for following the school's health & safety policy, practices and procedures Awareness of and commitment to confidentiality</p>	



Personal Qualities	
<p>Can set goals, plan and manage change in a complex organisation</p> <p>Commitment and ability to supporting the activities of Southampton Inclusion Partnership (SIP)</p> <p>Excellent communication and interpersonal skills</p> <p>High aspirations and a commitment to excellence for all</p> <p>Strong interpersonal skills with the ability to listen, persuade, negotiate and act as an effective member of a team</p> <p>Sets high personal standards and is able to challenge own work and the work of others</p> <p>Able to manage personal work pressure with resilience and flexibility</p> <p>Ability to make complex decisions quickly and frequently</p> <p>Ability to appreciate and manage conflicting and diverse opinion</p> <p>Ability to maintain a realistic work life balance to enable a healthy life style</p> <p>Good sense of humour and strong team ethos including ability to work as part as multiple teams across the school.</p>	