



THE FEDERATION OF HEATHFIELD AND ST FRANCIS SCHOOLS

The Federation of Heathfield and St Francis is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure Barring checks along with other relevant employment checks. Our purpose is to enable pupils with Special Educational Needs to maximise their potential in all areas of their development. As a federation community we celebrate achievement and always aim for progression.

ASSISTANT HEADTEACHER

JOB DESCRIPTION - MAIN JOB PURPOSE

This is a senior post within the Senior Leadership.

The post holder will work across both schools and will be required to provide general leadership, development and management across the federation and lead specifically in one of the following key federation areas (to be decided post appointment):

- Curriculum
- Assessment
- Behaviour and attendance
- Personal development and well-being

The post holder is accountable for achieving the highest possible standards in work and conduct and will be expected to act with honesty and integrity at all times.

MAIN EXPECTATIONS OF THE ROLE

A Shaping the Future

- Work with Senior Leadership Team in implementing the vision for the future of the federation demonstrating inspirational leadership and creativity.
- Play an active role in implementing the agreed priorities of the federation and schools' improvement plans.
- Contribute to the identification of key areas of strength and weakness in the federation and individual schools.
- Work to a high standard in developing and implementing agreed policies, priorities and expectations, so as to set a good example to other colleagues.
- Promote a culture of team work, in which views of all members of the federation community are valued.
- Contribute to the self-evaluation of the federation and schools.

B Leading Learning and Teaching

- Share responsibility for the analysis of key federation and school's performance data, to ensure priorities are appropriate and improvements in standards are promoted.
- Provide training for staff on effective teaching and learning, including taking on the role of Initial Teacher Training Mentor.
- Undertake the role of Accreditation Co-ordinator at St Francis School.
- Promote the active involvement of pupils in their own learning.
- Contribute to target setting including statutory procedures and targets for individuals and groups throughout the federation.
- Support strategies to promote high standards of behaviour.
- Contribute to the development of a broad and rich curriculum, which meets the needs of the range of pupils across the federation.
- Promote the use of ICT to enhance and extend pupils' learning.
- Monitor and evaluate classroom practice.
- Provide support for colleagues in improving their classroom practice.

C Developing Self and Managing Others

- Promote and safeguard the safety and welfare of everyone in the federation.
- Contribute to the creation of a positive school and federation ethos, in which every individual is treated with dignity and respect and the safety and welfare of pupils is paramount.
- Support the development of effective collaborative approaches to learning within the federation and beyond.
- Where required, support the induction of staff new to the federation.
- Set high expectations for own performance and that of others.
- Engage in relevant professional development activity as and when necessary.
- Promote and encourage good and better performance of teachers to ensure high quality provision and support for all pupils.

D Managing the Organisation

- Alongside the Senior Leadership Team contribute to regular review of the federation to ensure it meets statutory requirements and supports an ethos of continual improvement.
- Develop and implement action plans in specified areas of responsibility and in line with the federation and schools' improvement plans, in order to bring about transformation, and to embed culture where the need for change is fully understood and embraced.
- Alongside the Senior Leadership Team contribute to the planning process for the distribution of resources to ensure they meet the federation's identified priorities.
- Alongside the Senior Leadership Team contribute to regular evaluation of the impact of the use of resources in relation to the quality of provision for the pupils including value for money principles.
- Undertake the role of Deputy Designated Safeguarding Lead.

E Securing Accountability

- Work alongside the Senior Leadership Team to secure improvement through appraisal and take responsibility for the appraisal and performance management of identified staff.
- Support staff in understanding their responsibilities and accountability for pupil outcomes.
- Alongside the Senior Leadership Team use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways, intervention programmes and general teaching and learning development.
- Contribute to the reporting of the performance of the federation to parents, carers, Governors and other key partners as necessary.

F Strengthening Community

- Contribute to the development of the federation as a Centre of Excellence within the community, strengthening partnerships with other federations, schools and services.
- Gain an understanding of the diversity of the federation community.
- Be prepared to develop and contribute to policies and practices which promote equality of opportunity and tackle prejudice.
- Contribute to the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community.
- Promote and model positive relationships with parents and carers, which are based on partnerships to support and improve pupils' achievement.
- Promote and model positive relationships with other professionals, which are based on partnerships to support and improve pupils' achievement.
- Take the lead role in liaising with therapists across the federation.

The postholder will also be required to take on any additional reasonable responsibilities which might from time to time be agreed with the Executive Headteacher.

The postholder must not have a criminal record which would be incompatible with the post and will be required to hold an enhanced DBS.

GENERAL RESPONSIBILITIES FOR ALL STAFF

- All staff have a responsibility to work within the federation's Child Protection and Safeguarding Policies. Failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child may be considered a disciplinary offence.
- All staff have a responsibility to maintain the health and safety of themselves and others within the performance of their duties in accordance with the organisation's health and safety policy and to undertake specific health and safety responsibilities as directed.
- All staff are expected to support a commitment to equality of opportunity.

- All staff are expected to work to the federation's policies and procedures and to act as positive role models for children and young people.
- As employees, all staff may gain knowledge of a highly confidential nature relating to the private affairs, diagnosis and treatment of pupils, information affecting members of the public, matters concerning staff and/or details of items under consideration of the charity. Under no circumstances should such information be divulged or passed to any unauthorised person or persons. This includes holding discussions with colleagues concerning learners in situations where the conversation may be overheard. Breaches of confidentiality will result in disciplinary action, which may involve dismissal.
- All staff are expected to use their utmost endeavours to promote the interests and reputation of the federation and any associated body.

The post is open to development in such directions as the Executive Headteacher, in consultation with the postholder, may determine in order that its objectives may be achieved.

The job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Signed:

Date: March 2026

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL CRITERIA
Experience	<ul style="list-style-type: none"> • Experience in senior leadership and/or significant experience of middle leadership • Experience in leading areas of whole school improvement • Experience of working with pupils with a diverse range of special educational needs • Experience in subject leadership and management • Proven success as an outstanding classroom teacher
Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree or equivalent professional qualification • Evidence of leadership development • Evidence of continuing professional development
Practical Skills	<ul style="list-style-type: none"> • Outstanding practitioner with a commitment to high standards and to upholding the ethos and aims of the federation • Proven ability to monitor and evaluate pupil performance, developing and implementing strategies that result in improved standards • Ability to identify clear strategic priorities and plan carefully to achieve objectives • Knowledge of recent National strategies and initiatives, and the ability to implement them within the school context • Confidence to make difficult decisions for the good of the federation, staff and pupils, and the ability to manage the outcome strategically • Ability to use and manage data effectively • A thorough understanding of staff appraisal and performance management • Good oral and written communication skills • Excellent staff management skills with proven results and outcomes • Commitment to inclusion and parent/carer engagement • Ability and knowledge to promote pastoral systems and safeguard the welfare of staff and pupils at the federation • Consultative and collaborative style with the whole federation community and relevant stakeholders • Ability to raise confidence, recognise potential and celebrate achievement amongst staff and pupils
Personal Qualities and Attributes	<ul style="list-style-type: none"> • Excellent interpersonal skills (pupils, staff, parents/carers, external professionals) • Ability to lead by example at all times • Ability to enthuse and motivate colleagues • Ability to lead and manage teams to raise standards • Excellent organisational skills and able to prioritise workload to ensure

	<p>deadlines are met</p> <ul style="list-style-type: none">• A positive, forward thinking attitude that is shared confidently with the federation community through a clear vision for the federation• Adaptable and flexible to the needs of the federation, the individual school and families• Reliability and integrity shown in all areas of working• Ability to challenge where appropriate and provide consistent feedback• Non-judgmental value set• 'Can do' approach• Commitment to equal opportunities
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