



INTERIM ASSISTANT HEADTEACHER



Job details

Location: Fitzwaryn School, Wantage, Oxon, OX12 9ET

Salary: Leadership scale, L6-L10 (£56,316-£62,202)

Contract type: Interim, full time

Reporting to: Headteacher

Start date: Sept 25

Interviews: Applications considered up receipt, interviews during half term

We are looking for an Interim Assistant Headteacher at Fitzwaryn School. The Interim Assistant Headteacher will have distinct leadership responsibilities and hold a 40% teaching commitment complying with the Teachers' Standards and modelling best practice for others. The leadership team is supported by 4 TLR post holders, a behaviour lead, and a very experienced staff. This structure reflects the needs of the pupils and our commitment to provide new leadership opportunities within the school.

Main purpose

The Interim Assistant Headteacher will hold a key role within the Senior Leadership Team comprising of Headteacher, Deputy Headteacher.

Utilising their excellent leadership skills, the Interim Assistant Headteacher will support the Headteacher and Deputy Headteacher in:

- Creating a culture of constant improvement through inspirational leadership, being committed to the highest achievement for all areas of the school and provide an outstanding education for all students.
- Communicate and fulfil the school's vision and support the strategic direction of the school.
- Formulate the aims and objectives of the school.
- Manage the day-to-day operations of the school, including staff and resources.
- Work together with all staff to improve teaching and learning through effective curriculum development and delivery.

They may also be required to undertake any of the duties delegated by the Headteacher.

Essential Skills:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Excellent written and verbal communication with the ability to help the school raise standards of achievement
- To be able to read and use data and to use a range of sources of evidence to make judgements and identify next steps.
- To be confident in use of IT as a teaching, learning, communication and administrative tool.
- Ability to create trusting, professional relationships within the school and the wider Trust
- Have excellent knowledge of childhood development.
- To have an empathetic approach when dealing with staff, pupils and parents.

- Ability to develop packages of support and training modules and deliver them to a range of audiences.
- Ability to be flexible in approach, be resilient and adapt quickly to changing needs.
- A commitment to developing inclusive classroom practices.
- High standards of innovation and creativity with resourcing.
- An understanding of a range of SEN and suitable strategies applicable to a mainstream setting.
- An ability to relate to staff including leaders and LA colleagues.

The post holders will:

- Support development of the school's systems, organisation, and processes, so they are well considered, efficient and fit for purpose, upholding the principles of transparency and integrity
- Monitor, evaluate, and review the effectiveness of the school policies and procedures
- Be responsible for the effective use and monitoring of budgets as directed by the Headteacher
- Actively support the governing board by liaising and reporting to Governors on specific areas
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards all pupils, staff, parents, governors, and local community members
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on own scholarship, expertise, and skills and those around them
- Sustain wide, current knowledge and understanding of education and school systems, locally, nationally, and globally, and pursue continuous professional development
- Liaise with parents and key professionals as part of a multi-disciplinary team working to support pupil outcomes
- Undertake in the absence of the Headteacher and Deputy Headteacher and to the extent required by the Governing Body, the professional duties of the Headteacher or Deputy Headteacher, including the deployment of staff to ensure their effective contribution to pupil learning

School culture and behaviour

Under the direction of the Headteacher or deputy Headteacher, the assistant headteachers will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Teaching, Curriculum and Assessment

Under the direction of the Headteacher or deputy Headteacher, the assistant headteachers will:

- Have ambitious expectations for all pupils with SEN and disabilities
- Establish and sustain high-quality teaching across subjects and phases, based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities

- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum

Governance, accountability and working in partnership

Under the direction of the Headteacher or Deputy Headteacher, the Assistant Headteachers will:

- Work with the governing board as appropriate
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Safeguarding

The post holders will:

- Provide a safe, calm, and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society
- Ensure the welfare and safeguarding of pupils across the whole school through rigorous application of the school child protection, behaviour management and pupil welfare policies
- Support safeguarding across the school as a Deputy Designated Safeguarding Lead
- Contribute to the safety and welfare of our pupils, staff and parents and work collaboratively with other agencies to protect children and share information where appropriate.

Other Duties

- Promote equal opportunities throughout the school and ensure the application of the school equal opportunities policy
- Promote an ethos of inclusion and opportunity for all
- Please note that the Propeller Academy Trust is based over a number of sites in and around the area and you may be required to work from different sites, as directed by the Headteacher or CEO.

The post holder may be required to perform duties other than those given in the job description. The duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not themselves justify the re-valuation of a post.

The Headteacher, CEO and LGB retains the right to implement changes to this job description to reflect changes in the demands of the post and this will be done in consultation with the post holder.

Whilst the final responsibilities will be defined on appointment the overview of the roles are as follows:

Assistant Headteacher – Pastoral and Behaviour

- To manage and organise the day to day operational staffing
- To manage the Appraisals of Teaching Assistants
- Manage and oversee the work on interventions including mental health and well-being for pupils
- To be the link to SALT, Physio and OT
- Manage work experience students (into the school) and students on placements

- Work with the intervention lead to plan and implement interventions for those pupils who are not progressing including interventions for pupil well-being.
- To further develop and manage the strategic direction of the PMLD curriculum
- Work alongside the Behaviour Lead to develop and promote the effectiveness of the school's behaviour policy and strategies. To hold a Team Teach – or equivalent trainer certificate
- Provide staff with training and support so they can play a part in enhancing pupils' personal development
- Monitor pupil attendance and ensure it is continuously improving
- Hold a DDSL responsibility
- To hold a teaching responsibility as required (minimum 40%)

Assistant Headteacher – Curriculum and Assessment

- Lead on the whole-school assessment strategy, ensuring it is rigorous, well-evidenced and is easy to communicate to pupils and parents
- Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for the pupil premium, those with special educational needs, or who speak English as an additional language (EAL)
- Provide training and support for teachers and support staff on administering the assessment system effectively
- Oversee Curriculum Developments and line manage the work of the TLRs – work on strategy with DHT
- Manage and develop Multi Me
- To develop and manage the school's curriculum IT strategy
- To hold a teaching responsibility as required (minimum 40%)
- Hold a DDSL responsibility.

The duties outlined, in line with Headteacher and Teacher Standards, are in addition to the ones stated in the latest School Teachers' Pay and Conditions Document that you will automatically be required to meet. You may also be required to undertake professional duties delegated by the Headteacher.

Person Specification	Essential	Desirable
1. Qualifications		
1.1 Qualified teacher status	√	
1.2 Recent and relevant in-service training courses and qualifications	√	
1.3 Recognised leadership study and qualification		√
2. Experience, knowledge, and understanding		
2.1 Experience of teaching pupils with Special Educational Needs, including severe and profound learning difficulties, moderate learning difficulties and pupils on the Autism Spectrum	√	

2.2 Significant experience in performing a leadership role in a special school		√
2.3 Evidence of substantial and successful school improvement	√	
2.4 Evidence of involvement in curriculum planning and development at a whole school level	√	
2.5 Excellent classroom practitioner with a proven track record of delivering outstanding outcomes for pupils with severe and profound learning needs	√	
2.6 Experience working within a multi-agency context to support pupils with learning difficulties	√	
2.7 Experience facilitating links with other agencies and schools to extend learning opportunities		√
2.8 Experience of the whole school assessment systems development and use of school data to drive improvement	√	
2.9 Good understanding of current theory and practice of best practice in teaching and learning, particularly as it relates to achieving high rates of progress for children with a range of learning needs	√	
2.10 A knowledge of school self-review and evaluation processes	√	
2.11 Commitment to equality of opportunity and inclusive education for all children	√	
2.12 An understanding of safeguarding as applied to a school for pupils with complex learning needs.	√	
3. Skills in leadership and management		
3.1 Demonstrate excellent communication experience with various audiences, including pupils, parents, governors, and the wider community	√	
3.2 Ability to develop and maintain effective relationships with pupils, staff, parents, and agencies working with the school and the wider community	√	
3.3 Ability to positively influence people and successfully work with members of the school community while promoting the school's ethos and values	√	
3.4 Commitment to continuous professional development for all staff	√	
3.5 Proven ability to manage change, and conflict, empower others and construct solutions	√	
4. Personal qualities		
4.1 Demonstrate personal enthusiasm for and commitment to the learning process	√	
4.2 Calm and organised approach to work under pressure and ability to inspire confidence in others. Ability to work under pressure and to recognise and manage stress	√	
4.3 Thinking strategically, contributing to the whole school vision and inspiring others to carry the school vision forward	√	
4.4 High levels of resilience and determination	√	

4.5 Ability to work with the Headteacher and other senior leaders to motivate and create a shared culture and positive climate	√	
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How to Apply

If you wish to discover more about this exciting opportunity, need any further information or you wish to make a visit to the school, please contact Stephanie Coneboy, Headteacher:

Email: office.7027@fitzwaryn.oxon.sch.uk

Phone: 01235 764504

Closing date: Strictly 9am on Tuesday 6th February 2024

Interviews: Wednesday 21st February 2024

Completed application forms should be posted or emailed to hr@propellertrust.org

A shortlist will be drawn based only on the application form and supporting statement. You must explain clearly in your supporting statement which AHT post you are applying to (Pastoral and Behaviour or Curriculum and Assessment) why you are applying for the role and how you have been equipped for it by your experience and qualifications.

When providing details of referees, applicants must provide two references. One reference should be from your current employer or, if unemployed, your last employer. The school will contact referees for verification before the interview. Please ensure your referees can provide a reference in time.

This job description sets out the main duties of the post at the date it was drawn up. However, it is not intended to be an exhaustive or definitive list. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. You may be required to carry out other duties commensurate with your role.

The Propeller Academy Trust and its member schools are committed to safeguarding and promoting the welfare of all children and young people according to child protection and safeguarding guidelines. We expect all staff and volunteers to share in this commitment.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. All post holders are subject to the necessary pre-employment check, including a satisfactory Enhanced Disclosure and Barring Service (DBS) Check, including a Child/Adult's Barred List check (where applicable to the role in question). Additionally, shortlisted candidates will be subject to online searches for publicly available information.

The Propeller Academy Trust is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.