

## **Queen's Hill Primary School and Nursery**

### **Assistant Head Teacher (AHT) for Behaviours for Learning**

L1-5

Reports to Head Teacher

Please note: the AHT role may be asked to rotate on a two yearly cycle.

#### **Main purpose of the role:**

Working closely with the other AHT(s), Chair of Governors and the Head Teacher to establish and ambitious vision for the school, the Assistant Head Teacher plays a major strategic and operational role in their area of responsibility for leadership and management; the quality of teaching, learning and assessment; pupils' personal development, behaviour and welfare and outcomes for pupils. AHTs will take a lead role in working with external agencies eg being the main point of contact for audits, ensuring the school is constantly driving for excellence.

The AHT plays a key role in communicating, modelling and embedding a culture of high expectations and high aspirations for all pupils and staff, showing and sharing a passion for learning.

One of the key responsibilities is to safeguard children and promote community values.

The AHT also undertakes other professional duties as delegated by the Head Teacher. Please note this is a teaching role and therefore the duties in the Teachers' Pay and Conditions and Teachers' Standards apply.

#### **Leadership and Management**

Monitor, review and evaluate the effectiveness of school policies, procedures and practice.

Track the progress of groups of pupils across the school and implement actions to address any underachievement, particularly for disadvantaged pupils, the most able, those with English as an additional language, Forces, disabled and those with special educational needs.

Have an overview of trends for groups of children across the school and co-ordinate and lead on strategies to close any gaps in attainment and achievement for any groups.

Have an overview of strengths and areas for development across the school to inform school improvement planning to drive forward achievement.

Design, implement and evaluate systems to promote positive behaviours for learning in liaison with curriculum teams and phase leaders, including the provision of extra-curricular opportunities for pupils.

Implement, monitor and evaluate professional development for middle leaders, teachers and teaching assistants across the school ensuring staff are at least "Queen's Hill Standard". Share and demonstrate the Queen's Hill School's values and ethos, ensuring there is consistency in approach throughout the school.

Manage the performance of staff leading inclusion, behaviour, MSAs and attendance, ensuring best practice is shared and developed, and any underperformance is addressed.

Ensure that policies and procedures to promote good staff and pupil attendance are implemented, undertaking activities related to professional, personnel and HR issues under the direction of the Head Teacher.

### **Teaching, Learning and Assessment**

Act as a model of outstanding teaching in the school and in the wider community.

Ensure the school is at the forefront of innovation for Inclusion and Behaviours for Learning, in particular understanding how the development of the brain can be enhanced within a class environment.

Be the Pupil Premium Champion, identifying barriers to learning for pupils and ensuring budgets and resources are used effectively to overcome these and that staff are supported to allow all pupils to achieve.

### **Pupils' personal development, behaviour and welfare**

Take a leading role in setting high standards of behaviour and attitudes towards learning across the school.

Have accountability for interventions across the school, ensuring best value and high impact.

Ensure that the curriculum and hidden curriculum prepares the pupils for the next stage of their transition ie EYFS becoming Year 1 ready, Year 6 becoming High School ready etc. and that the pupils have developed skills to keep themselves healthy and safe.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate

Criteria	Essential	Desirable
Qualifications	QTS	NPQSL or sustained study at post graduate level i.e. evidence of a personal commitment to professional development
Skills/competencies	<p>An outstanding teacher</p> <p>Sets high expectations for all pupils leading to good achievement and excellent behaviours for learning</p> <p>Ability to coach and mentor individuals to achieve specific outcomes</p> <p>Ability to manage the implementation of change sensitively</p>	Set high expectations for all pupils and staff leading to good achievement
Knowledge	<p>A deep understanding of behaviour management and behaviours for learning to create an inclusive and nurturing environment.</p> <p>An understanding of the "hidden" curriculum</p> <p>Expertise in the use of ICT to support the curriculum</p>	<p>Understanding of mental health, well being and growth mindset.</p> <p>A knowledge of Nurture</p>
Previous experience	<p>Successful leadership role wider than their own classroom, raising standards by inspiring others</p> <p>Ability to think strategically, leading on an aspect of school improvement</p> <p>Has led whole school CPD</p> <p>Has influenced others by leading teams</p> <p>Has secured consistency between classes/subjects</p> <p>Robust team player, working collaboratively with others to uphold the school's vision</p> <p>Led improvements in a curriculum area, managing a budget and reporting to governors.</p>	<p>Phase or Key Stage Leader leading to raised standards</p> <p>Has taken part in action research</p> <p>Designated Safeguarding Leader</p> <p>Community work - eg governor/PSA</p>

Experience Required	<p>Has led an initiative/area successfully- and can demonstrate impact.</p> <p>Leadership in aspects of school life involving contact with parents and the wider community</p>	Has led initiatives to strengthen the community
Special attributes	<p>Has trialled and evaluated innovative practice within their classroom</p> <p>Able to analyse data and share headlines with stakeholders</p> <p>Tenacity and commitment while working under pressure</p>	Has used research and best practice papers to develop the curriculum/ positive behaviour across the school
Personal qualities	<p>Well organised, being able to prioritise and delegate appropriately</p> <p>Passionate about learning for all groups of children and adults</p> <p>Adaptable, being able to synthesise information quickly and effectively whilst maintaining an intensive workload</p> <p>Shows initiative</p> <p>Focussed on improving outcomes for children: academic, social and emotional</p> <p>Self motivated, energetic and inspiring</p> <p>Able to uphold the values of the school at all times</p>	