



TEESDALE SCHOOL AND SIXTH FORM CENTRE

ASSISTANT HEADTEACHER

**WITH RESPONSIBILITY FOR THE LEADERSHIP OF TEACHING &
LEARNING AND THE ENGLISH BACCALAUREATE**

Vision, values and ethos

At Teesdale School and Sixth Form Centre, our vision is simple and is shared by all schools across the North East Learning Trust family. It is that every child experiences excellence every day.

We are committed to:

- the pursuit of excellence in all that we do;
- providing a broad education designed to enable every young person to achieve their full potential and make the most of their talents;
- providing a calm, purposeful atmosphere where young people are cared for and able to learn with confidence;
- creating a healthy, happy, disciplined and supportive environment which promotes an independent work ethic and a love of learning;
- engendering respect for individuality and difference so that all will feel secure and equally valued;
- nurturing a sense of social responsibility, spiritual and personal development;
- fostering integrity, confidence, resilience, creativity, good manners and sensitivity to the needs of others.

Our primary aim is for each young person to be both courageous and caring, resilient and determined as they strive for excellence.

JOB PROFILE

Post Title:

Assistant Headteacher with whole school responsibility for Teaching and Learning and Leadership of the English Baccalaureate

Location:

Barnard Castle, Teesdale

Accountable to:

Executive Headteacher & Headteacher

Grade:

Leadership Spine 12-16

JOB PURPOSE

To work alongside the Senior Leadership Team in order to improve the quality of Teaching and Learning within Teesdale School and Sixth Form Centre, ensuring standards and achievements for all students and groups of students are high.

To ensure that the provision for pupils who are disadvantaged is highly effective and that they achieve excellent outcomes.

To direct and lead EBACC subject area(s) and ensure that all EBACC subjects are equally strong.

To work with all staff to ensure that the trust motto; 'Every Child Experiences Excellence Every Day' is a reality, through leading and supporting the development of the wider curriculum.

To support the training and development of student teachers and those who are newly or recently qualified.

PRINCIPAL ACCOUNTABILITIES

- Under the direction of the Executive Headteacher and Headteacher to take the lead for the development of Teaching and Learning in the school. This will include the development of an annual cycle of review that will include formal lesson observations, learning walks, book scrutinies and any other review mechanism as developed by the North East Learning Trust.
- To monitor the quality of Teaching and Learning ensuring timely and appropriate action is taken to address unsatisfactory performance.
- To undertake the line management of staff (to be determined), including their performance management and annual appraisals.
- To tailor and implement appropriate CPD sessions to develop further the quality of Teaching and Learning and support colleagues where necessary.
- To work with Heads of Department in their leadership of subject areas and support them in raising standards and aspiration.
- To work with Heads of EBACC subjects to ensure that development of knowledge, understanding and skills from Year 7 onwards is strong and secure, enabling the vast majority of pupils to achieve the EBACC.
- To work alongside trust colleagues in the development and quality of Teaching and Learning across the trust including in primary settings.
- To support colleagues across the trust where requested.
- To ensure bespoke provision for pupils who are disadvantaged to ensure that they catch up where they have fallen behind on entry, so that they achieve the standards that they should at the end of key stages 4 and 5.

- To be part of the Senior Leadership Team within the centre.
- To undertake a timetabled teaching commitment.
- To consistently set and adhere to high standards of professional conduct and expertise and model appropriate practice.
- To track student achievement across EBACC subjects, identifying and monitoring cohorts of achieving and underachieving groups of learners and, working with the Directors of Key Stages, to implement systems of support, praise and intervention.
- To track the progress and development of any students who access alternative provision.
- To undertake appropriate CPD to develop Teaching and Learning across the school.
- To induct trainee and newly qualified teachers into the school, be responsible for their development and track their progress according to requirements.
- To oversee and lead developments in the wider curriculum so that the school achieves excellence in every dimension of learning.
- To oversee of risk management for trips and visits.

SAFER RECRUITMENT

Safeguarding Statement: Teesdale School is committed to safeguarding and promoting the welfare of our pupils and expects all staff, governors and volunteers to share this commitment. All appointments are subject to an enhanced DBS check.

In accordance with regulations, the School will carry out a check with the Disclosure and Barring Service as to the existence and content of a criminal record of persons appointed to posts giving substantial opportunity for access to children. Any information will be treated in the strictest confidence and will be considered only where it is felt to be relevant to a particular job or situation. Your permission will be sought to carry out the disclosure procedure following an offer of appointment but you should note that refusal to give permission could prevent confirmation of your appointment.

You will need to attend school soon after the offer of appointment with some or all of the following documents:

Passport / Driving Licence / Utility Bill / Birth Certificate / Marriage Certificate / NI Evidence /
Copies of Qualifications.

The appointment is also subject to obtaining satisfactory references.

Teesdale School is an Equal Opportunity Employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community.

Applications from candidates with disabilities will be granted an interview if the essential job criteria are met.



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PERSON SPECIFICATION

Assessment of criteria will be through letter of application, interview, references and tasks that candidates may be asked to undertake.

CRITERIA	ESSENTIAL Examples Specific to Role	DESIRABLE Examples Specific to Role
Technical knowledge and qualifications	<ul style="list-style-type: none">• QTS• Educated to degree level• Relevant experience, training or qualifications in leadership (middle or senior), leadership in teaching and learning• Knowledge of issues affecting student outcomes (behaviour, academic, social).	
Knowledge, experience and achievement	<ul style="list-style-type: none">• A consistently outstanding teacher who has achieved excellent outcomes by showing a sound understanding of how children learn best• Proven success in teaching and managing young people• A thorough working knowledge of the National Curriculum in your area of expertise with experience in managing subject development, planning, delivery and assessment.	<ul style="list-style-type: none">• Involvement in the delivery of training programmes / presentations to staff at a whole school level including ITT/NQT tutoring/mentoring• Knowledge/experience of effective alternative curriculum provision for individual pupils• Up to date experience of Ofsted inspection criteria and processes.
Planning and organising work	<ul style="list-style-type: none">• Able to develop, monitor and evaluate quality of teaching, learning and assessment and its impact on learning• Able to develop, monitor and evaluate quality of behaviour for learning.	<ul style="list-style-type: none">• Able to action plan for the medium and long term within agreed parameters• Able to use data to produce reports for senior leaders on the impact of your work.
Planning capacity and resources	<ul style="list-style-type: none">• Able to lead and motivate staff• Able to engage and work with a range of partners, understanding their needs.	
Influencing and interpersonal skills	<ul style="list-style-type: none">• Ability to communicate effectively to a range of audiences (notably schools, and other professionals)• Ability to successfully train, lead and manage staff (both as individuals and as teams)• Have a track record of success in engaging those who are reluctant to improve• Successful experience of working with pupils who are disadvantaged• Clear knowledge of appropriate professional boundaries for school staff.	<ul style="list-style-type: none">• Successful experience of working with challenging and vulnerable young people and appropriately meeting their needs.
Using initiative to overcome problems	<ul style="list-style-type: none">• Ability to delegate within appropriate parameters• Hold people to account for these delegated responsibilities• Ability to contribute fully and effectively to the collective responsibilities of the senior leadership team.• Ability to think critically, flexibly and positively in the face of complex issues.	<ul style="list-style-type: none">• Awareness of OfSTED requirements relating to teaching and learning together with a deep understanding of the needs of pupils who are disadvantaged and those who are more able• High level competence and experience of negotiation and conciliation.

CRITERIA	ESSENTIAL Examples Specific to Role	DESIRABLE Examples Specific to Role
Managing Risk	<ul style="list-style-type: none"> Ability to prioritise effectively and efficiently. 	<ul style="list-style-type: none"> Ability to quality assure risk assessments for activities undertaken by young people Ability to assess risk and plan appropriate responses.
Managing Change	<ul style="list-style-type: none"> Experience of managing and delivering change with a significant group of staff. 	
Accountability and Responsibility	<ul style="list-style-type: none"> Ability to analyse data, make appropriate deductions and carry out actions in response to deduction that will bring about a positive impact Ability to undertake tasks without direct supervision to deliver agreed outcomes Take responsibility for overall performance and development of identified staff. 	
Managing People	<ul style="list-style-type: none"> Successful management of a team in an educational setting Have a clear leadership vision for service delivery and improvement Able to deal with poor performance effectively, with integrity and kindness. 	
Personal Qualities	<ul style="list-style-type: none"> Potential for further leadership development Display integrity and a willingness to keep learning A good role model for staff and students. 	