



**Stronger  
Together**

## **Assistant Headteacher – Achievement**

### **JOB DESCRIPTION**

***Queensbridge School***

*Queensbridge Road, Moseley, Birmingham B13 8QB*

#### MAIN PURPOSE

- Assist in the creation and implementation of a strategic plan which identifies priorities and targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
- Ensure that all those involved in the school are committed to its aims and values, motivated to achieve them and involved in meeting long, medium- and short-term objectives and targets which secure the educational success of the school.
- Assist with the implementation of all policies and procedures relating to safeguarding.
- Make decisions based upon analysis, interpretation and understanding of relevant data and information.

#### SPECIFIC DUTIES AND RESPONSIBILITIES

##### Assessment

- Lead the development of assessment principles and practices that support student progress and achievement.
- Oversee the development and implementation of effective assessment strategies across all subject areas and year groups.
- Ensure the timely collection, analysis, and reporting of assessment data to inform teaching and learning.
- Develop termly reports for students that are easily understood by all stakeholders

- Use quality assurance procedures to accurately evaluate the effectiveness of assessment across the school

### Examinations

- Coordinate with the Examinations Manager around the production and distribution of internal and external examination timetables
- Communicate examination timetables, procedures, and expectations to students, parents, and staff.
- Alongside the Examinations Manager serve as a primary point of contact for examination-related queries from students, parents
- Ensure all examination policies and procedures align with awarding body requirements and school policies.
- Stay updated on changes in examination regulations and communicate these to relevant staff and students.
- Ensure all staff understand examination protocols, including safeguarding and security measures.
- Fulfil the role of the BTEC Quality Nominee

### Oversight of Year 11 Outcomes

- Monitor and evaluate Year 11 performance data to identify trends and areas for improvement across the whole cohort and groups of learners.
- Co-ordinate with Heads of Department in the development and implementation of intervention strategies to support Year 11 students in achieving their potential.
- Ensure that parents have the relevant information to support students at home
- Report regularly to the Senior Leadership Team on Year 11 outcomes and work with the other members of the senior leadership team to remove barriers to achievement for students.

### Oversight of the Options Process

- Lead the options process in year 9 ensuring that students have access to a broad and balanced curriculum
- Work with Heads of Department to ensure that the curriculum offering meets student needs.
- Ensure that students and parents have sufficient, accurate and timely information to make informed decisions around KS4 Options.
- Allocate option subjects to students based on their submitted preferences and liaise with students and parents around this process to get students onto suitable courses

## GENERAL RESPONSIBILITIES

### School culture and behaviour

- 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

- Support high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how students learn.
- Model excellence in teaching within the classroom
- Support the development and teaching of a broad, structured and coherent curriculum using data to inform improvement
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.

### Additional and special educational needs and disabilities

- Promote a culture and practices that enables all pupils to access the curriculum.
- Have ambitious expectations for all pupils with SEN and disabilities.
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where necessary.

### Organisational management and school improvement

- Establish and oversee systems, processes and policies so the school can operate effectively.
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure effective use of budgets and resources.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Make sure these improvement strategies are effectively implemented.

### Staff management and professional development

- Line manage middle leaders, including carrying out appraisals and holding staff to account to their performance.
- Manage staff well with due attention to workload.
- Ensure staff have access to appropriate, high-standard professional development opportunities.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet their own needs.

## Governance, accountability and working in partnership

- Work with governing body 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.
- Work closely with link governors to provide effective quality assurance.

## GENERAL

- To undertake any other duties as appropriate to the grade of the post as requested by the Headteacher.

PERSON SPECIFICATION

Job Title: Assistant Headteacher (Attainment) Grade:

A = Application form/process; I = Interview; O = Observation; T = Task

CRITERIA	ESSENTIAL	M.O.A
EXPERIENCE (Relevant work and other experience)	Significant teaching experience within a secondary school setting, preferably with leadership responsibilities.	A
	Proven track record of raising student achievement and improving outcomes.	A / I
	Experience in leading and managing assessment, examinations, and curriculum development within a department	A / I
	<i>Desirable – evidence of impact in a whole school leadership role</i>	A / I
SKILLS AND ABILITIES (E.g. Written communication skills, dealing with the public)	Excellent teacher performance in the classroom and ability to utilise an effective range of teaching and learning styles	O
	Ability to create a learning environment that values all students equally and enables all to achieve	A/I
	Strong understanding of current educational policies, practices, and statutory requirements.	I/T
	Ability to work under pressure and meet competing deadlines	A/I/T
	In-depth knowledge of effective assessment and examination strategies.	A/I
	Understanding of curriculum planning and the option process in secondary schools.	A/I
	Excellent understanding and competence in ICT and analytical skills to interpret data and make informed decisions to improve student outcomes.	T
	Good organisational skills	A
	Excellent communication skills – written and verbal	A/T
Set high expectations for student behaviour and establish a clear framework for classroom discipline which promotes self control and independence whilst managing students' behaviour constructively	A/O	

	<p>Work effectively as part of a team; developing positive relationships with colleagues, students, parents and other agencies as appropriate</p> <p>Excellent leadership and management skills, with the ability to inspire and motivate others.</p> <p>Committed to raising standards in the school</p> <p>High level of self motivation and energy and enthusiasm for the education of young people</p> <p>Demonstrate suitability to work with children and this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I/O</p>
TRAINING	<p>Evidence of Continuous Professional Development</p> <p><i>Desirable – Leadership qualification</i></p>	A
EDUCATION/ QUALIFICATIONS NB Full regard must be paid to overseas qualifications	<p>Qualified teacher status</p> <p>Degree or equivalent</p>	<p>A</p> <p>A</p>
OTHER	<p>Ability to respond flexibly and adapt to changing and challenging circumstances</p> <p>Ability to maintain strict confidentiality of information received and processed as part of the job role</p> <p>Ability to set and maintain high standards</p> <p>Ability to have a flexible approach to work to meet the needs of the school</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A</p>
CONTRAINDICATION	Criminal convictions involving offences against children	A (DBS checks)

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

ALL STAFF ARE EXPECTED TO BE COMMITTED TO THE SCHOOL'S EQUAL OPPORTUNITIES POLICY