

**Co-op Academy Delius**  
**Job Description**  
**Assistant Head teacher**  
**L 5 - L9**



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Delius

This job description is provided to assist teaching staff to understand and appreciate the work content of their post and the role they are to play in the Academy. The post holder is required to undertake the professional duties and responsibilities of an Assistant Head teacher, as set out in the current School Teachers' Pay and Conditions document.

The post holder is expected to uphold the professional codes and Standards as set out by the DfE and the Academy.

**JOB PURPOSE**

To promote the vision, mission, Co-op Academy Trust values and core propose of the Academy in line with agreed policies, guidelines and protocols.

In the absence of the Head or Deputy headteachers to be prepared to, act as 'teacher in charge': lead and manage in line with the Academy's policies and guidelines. Defer all non-essential or strategic decisions. This is not compulsory, but is offered as a CPD opportunity to provide real life leadership development.

To provide professional leadership which secures, in consultation with the Local Governing Body, the success and improvement of the Academy, ensuring high quality education and care for the pupils so that they are safe and happy at school, enabled to be successful learners who achieve high standards. To model exemplary standards, Core Responsibilities and full fill the Job description of a teacher and a leader.

The Assistant headteacher will lead on a range of these tasks with details agreed with the postholder upon appointment, depending on the needs of the Academy and current SLT responsibilities

- Safeguarding, Early Intervention, Child in Need and CLA
- CPD ,Mentoring and leading Support Staff and Co-op coordinators
- Extended Provision and the Learning Environment
- Behaviour, attitudes and Co-op values
- Pupil Voice and personal Development
- Admissions, Transitions and Inclusion and the SENDCO role
- Personnel Management and Effective Deployment of Staff, including Cover, and middle leaders
- Curriculum specialism or and SEND cohort Leadership
- Communication
- Assessment and curriculum
- Other



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## **JOB SPECIFICATION**

### **A. Support the Strategic Direction and Development of the Academy**

1. Assist the Headteacher, Deputy headteachers in their work with the Local Governing Body and The Trust to provide vision, purpose and leadership of the Academy, and secure effective teaching and successful learning and achievement by pupils.
2. Contribute to the Academy Development Plan through appropriate consultation and identifying priorities and targets which ensure that pupils and staff achieve high standards, pupils make progress relevant to need, are safe, and enjoy their learning and work.
3. Assist school improvement, the achievement of objectives and the success of pupils and professionals.
4. Assist in the leadership, management, and administration that supports the Academy's and the Trust's vision and aims.
5. Assist in monitoring, evaluating, reviewing and analysis of the effectiveness of the Academy's policies, practices and priorities, including Health and Safety for which they hold responsibility, and report to OFSTED, the Trust, Local Governors, District Achievement Partnership (DAP), Shanidar Teaching School Alliance , and others, using Academy and The Trust's protocols, including the Academy self-evaluation process
6. Support access, advocacy and equal consideration of interest for all and promote the Academy's and the Trust's values for pupils, their families and friends, staff and governors.
7. Support the Headteacher, Deputy headteachers and to develop the Academy as a Centre of Excellence, and to be outward facing in supporting SEND in any setting.

### **B. Support the Learning and Teaching and the Curriculum**

1. Demonstrate, model and develop the characteristics of good and outstanding teaching by maintaining a teaching role (as required, across the age and need range and sites of the Academy) and be an active and effective coach, mentor and guide for all staff and governors.
2. Assist or lead on CPD and associated staff development, such as Appraisal by improving staff skills to improve good or better outcomes for pupils.



3. Assist or lead multiagency and personal and health/medical care approaches to maximise outcomes for children/ personnel management, effective deployment of staff

4 Promote respect, understand and celebrate diverse cultures, languages, ethnic groups, faith groups, gender diversity and orientation and disabilities.

5. Support or lead the whole Academy approach to Communication as a cross-curricular theme and teaching methodology and support consistency of practice across the DAP/Trust.

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6. Support or lead strategic leadership over the use of Information and Communications Technology to support effective learning and teaching.

7. Assist the development of systems within the Academy and Trust that support positive behaviour and attitudes and ensure staff maintain the capacity to manage challenging behaviour effectively and safely within the context of Team Teach.

### **C. Support Leading and Managing staff**

1. Assist, motivate, support, challenge and develop staff to secure improvement, including demonstrating a commitment to their own and others' professional development.

2. Ensure effective working relationships are formed between staff, and between staff and pupils.

3. Lead teams, and work within teams, and develop an ethos of collective ownership to secure improvement

4. Implement and sustain effective systems for the review and appraisal of staff by being a reviewer of all staff.

5. Assist Human Resource Management, including the recruitment, retention, disciplinary, grievance, capability and staff attendance.

6. Support or lead the induction and mentoring of staff, including mentoring Newly Qualified Teachers/recently qualified teachers by providing guidance and support to all staff and be the lead for Co-op values and be the lead for Co-op coordinators (Co- Co's) .

7. Contribute to the professional duties of staff being fulfilled, as specified in the Terms and Conditions of Service of Teachers, The Trust and school standards and guidelines for support staff.

8. Acknowledge, prevent and address inequalities, including racism and sexism and promoting racial harmony.

9. Promote Community Cohesion, diversity, championing disability and child centred policies.



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10. Assist inclusive learning, co-located and community development in SEND in any setting
11. Lead a key stage, SEND cohort or organisational area of the Academy as required.

#### **D. Support Efficient and Effective Deployment of Staff and Resources**

1. Assist in staff and resources deployment efficiently and effectively in line with the objectives in the Academy Development Plan, CPD Plan, EYFS plan and within the Academy budget.
2. Assist effective administration and monitoring systems which support the aims of the Academy and the Academy Development Plan.
3. Assist in managing, monitoring and reviewing the use of available resources to improve the quality of education and care to secure value for money.
4. Assist in organising the deployment of staff meetings, class meetings, school diaries, rotas, timetables, cover, class groupings, the curriculum, policies, handbooks, minutes and other related staff guidance, information and guidance.
5. Assist or lead cover across the Academy sites.

#### **E. Accountability**

1. Assist the Head and Deputy headteachers by providing information, advice and support to the Local Governing Body to enable it to meet its responsibility for securing effective learning and teaching, the curriculum, behaviour and safety and improved standards of achievement, attainment and value for money.
2. Assist the Head and Deputy headteachers by presenting accounts of the Academy's performance in the agreed areas of responsibility, in forms appropriate to a range of audiences –The Trust Local Governors, parents/carers /families, local community, OFSTED, other partners, and other agencies who support children and families, locally, nationally and internationally.
3. Assist or lead on Safeguarding, Early Intervention, Child in Need and CLA, including being a Deputy Safeguarding lead for Child Protection
5. Ensure pupils, parents/carers and their families are well informed about learning and teaching, the curriculum, assessment, and targets for improvement in regard to their areas of agreed responsibilities.
6. Inform families, friends and the community about school by a range of methods e.g. Academy newsletter, Academy Prospectus, etc for your areas of responsibility.
7. Assist or lead Friends of Delius



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8. Be accountable for agreed areas of curriculum and leadership responsibility
9. Work in partnership with other agencies to secure the implementation of the Children's Act 2004 and other relevant legislation.
10. Create and maintain an effective partnership with parents/carers/families to support and improve outcomes for pupils
11. Take on any other duties commensurate with the role which support the aims of the Academy and The Trust and purpose of the post.

### **Other duties    Deputy Safeguarding Lead**

#### **Deputy Safeguarding Lead**

**(Annex B: Keeping Children Safe in Education September 2018) Please note this has been updated for September 2019.**

This must be part of the Job Description for any Deputy safeguarding lead (DDSL)

Annex B: Role of the designated safeguarding lead Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the Academy to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

#### **Deputy designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

#### **Manage referrals**



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The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children’s social care/LADO as required;
- support staff who make referrals to local authority children’s social care;

When a school has a sole proprietor rather than a governing body, appropriate steps should be taken to ensure that the member of the senior leadership team who is appointed as designated safeguarding lead (DSL) is able to discharge that role with sufficient independence, particularly in relation to any allegations involving the proprietor or members of the proprietor’s family. This may involve including in the appointment as DSL, written confirmation that part of the duties of the post involve contacting the Local Authority Designated Officer on any matter that the DSL considers cannot be properly dealt with internally. Consideration could also be given to providing the DSL with access to external advice from an appropriate company or legal service.

- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### **Work with others**

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;



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- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

## Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.



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Full details in Chapter one of Working Together to Safeguard Children Section 17(10) Children Act 1989': Those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;  
and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raise Awareness**

The designated safeguarding lead should:

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements





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### **Child protection file**

Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives

### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

### **End of DSL/DDSL role**

Signature and name of post holder \_\_\_\_\_

Signature and name of Head teacher \_\_\_\_\_

Date job description agreed



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<b>ASSISTANT HEADTEACHER PERSON SPECIFICATION</b>		
<b>Qualifications &amp; Training</b>	<b>Essential</b>	<b>Desirable</b>
Qualified teacher status	✓	
A degree or equivalent		✓
Higher degree		✓
Post graduate SEN qualification		✓
Relevant leadership qualifications e.g. SENDCo, Leadership such as SLE, National Qualifications in leadership and willingness to train in such areas	✓	
Examples of own successful and sustained personal and professional development, including maintaining an up to date awareness of developments of all aspects of the role in the last 3 years.	✓	
Relevant training for the leadership responsibilities preferred	✓	
DSL training, willingness to train	✓	
Team Teach Tutor, willingness to train	✓	
CLA trained , willingness to train	✓	
Moving and Handling Key Trainer, willingness to train	✓	
EVC training, willingness to train	✓	
Safer Recruitment Training, willingness to train	✓	
Specialist communication training ,willingness to train	✓	
<b>Experience</b>	✓	<b>Desirable</b>
Able to use range of SEN communication approaches well	✓	
At least 4 years successful Special School classroom teaching, (good or better)	✓	
Successful specialist curriculum leadership within the last 2 years	✓	
Trained in/experience in PMLD /ASC/ SLD approaches as required for job role	✓	



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Successful Teaching in at least two schools for at least 2 years at each	✓	
Appraisal of staff		✓
Experience of securing support to the school by working with LAs, other schools/academies and other agencies	✓	
Experience of writing timetables and analysing the curriculum		✓
Experience of recruiting and inducting staff		✓
Participation in work with other agencies		✓
Leading successful CPD in last 3 years	✓	
Experience of a wider range of other educational establishments/roles		✓
Upper Pay Scale		✓
Successful Primary school experience		✓
Successful EYFS experience		✓
Experience of effective management of change		✓
Effective working with School Improvement Partners and evidence of school improvement		✓
Experience of making Early Help referrals/CIN meetings and supporting pupils on Child Protection Plans		✓
Effective communication with a range of audiences, such as successfully representing a school in a local or regional forum		✓
Direct involvement in successful inclusive educational activities		✓
Managing subject or project budgets well		✓
Knowledge of the Education Acts and SEN Code of Practice.	✓	
Effective resolution of personnel issues	✓	
Good knowledge of EYFS /KS1/KS2 as relevant to a special school	✓	
Actively engages with parents and families, including out of hours events.	✓	
<b>Special Knowledge &amp; Skills</b>	<b>Essential</b>	<b>Desirable</b>
Excellent organisational skills to enable planning, prioritising and delivering of work to tight deadlines	✓	
Ability to work in collaboration with staff, pupils, their families other professionals across a range of settings and two sites	✓	



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Knowledge and experience of using ICT including Microsoft packages such as Excel, Word and Outlook.	✓	
Excellent written, oral and electronic /digital and SEN communication skills.	✓	
Ability to analyse situations and possible outcomes to establish the most effective course of action.	✓	
Experience of managing accommodation and building issues		✓
Experience of arranging staff cover		✓
Working in different sites within one school		✓
Awareness of current developments in Education and their implications.	✓	
Recent experience of an OFSTED inspection and meeting recommendations, and the knowledge of the new Framework for September 2019	✓	
Experience of monitoring and evaluating teaching, and of delivering messages for improvement	✓	
Knows how to use and share effective strategies to raise pupil achievement	✓	
Able to coach and mentor in key areas of responsibility	✓	
Successful leadership and/or co-ordination of staff and other school resources across a school	✓	
Incisive and clear strategic thinker.	✓	
Able to motivate, inspire and reassure pupils and staff	✓	
Able to challenge poor practice and offer guidance within agreed policies and conditions and bring about change	✓	
<b>Personal Attributes</b>	<b>Essential</b>	<b>Desirable</b>
Models the Co-op values to support pupils, their families, the community, staff, governors, The Trust and partners.	✓	
High levels of integrity, honesty and credibility	✓	
Highly motivated, confident, 'can do' problem solver and self-starter	✓	
Team player	✓	
Resilience, especially when under pressure, flexibility and the ability to retain a sense of perspective. Demonstrate initiative and is solution focused.	✓	



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Able to cope with the requirements of the post including working with any age range, any type of SEND pupils and on any site and with any partner.	✓	
Ambitious for themselves and the school community	✓	
Models best practice and conduct in all areas of school life including excellence in the quality of education provided and the wider life of the school and its' community and partnerships.	✓	
Effective liaison with the Local Governing Body and a good understanding of their role and that of the Trust	✓	
Ability to delegate responsibility, set high standards and provide a focus for improvement	✓	
Able to motivate, inspire and reassure pupils and staff	✓	
Ability to lead, provide clear vision and command respect	✓	
Ability to manage change in a school, monitor and evaluate its impact	✓	
Personal impact, presence, positivity and credibility	✓	
Able to establish and develop good relationships with all involved in the school, being approachable and professional.	✓	
<b>Equal Opportunities</b>	<b>Essential</b>	<b>Desirable</b>
An understanding of and commitment to equal opportunities, pupil voice and co-op values and deliver this within the curriculum for our pupils	✓	
Promotes Spiritual, Moral, Social and Cultural development and British values and can deliver this within the curriculum for our pupils.	✓	
<b>Safeguarding</b>	<b>Essential</b>	<b>Desirable</b>
An understanding of and commitment to safeguarding and promoting the welfare of children and young people, being vigilant in its implementation, and can deliver this within the curriculum for our pupils.	✓	



## Guidance notes on completing the application form

You are advised to read the following notes carefully as the decision to shortlist you for interview will be based solely on the information you provide in the Application Form. This advice is designed to help you complete the Application Form as thoroughly as possible. Information you provide in the Application form will be treated as confidential.

### Examine the information pack

Make sure that you read all of the information that you have been provided with about the role, the academy and the application process.

### Presentation

- Use a **black pen** or type your Application Form.
- Check the spelling and that you have answered every question.
- Remember to sign the Application Form to declare that the information you have provided is accurate.
- Always keep a copy of the Application Form for reference.
- Ensure that you send the form to the correct address.
- Ensure that your Application Form arrives before the closing date, it is not our policy to accept late applications (although exceptions may be allowed in the case of disabled applicants who receive information in a different format, or who have difficulty in completing an Application Form).

### Completing the application form

- **General.** Ensure that you read the application form fully before you write anything. Write out your application form in rough first to help you organise your thoughts. Ensure the information you provide is accurate. Applicants who conceal or misrepresent relevant information at any stage during the recruitment process are liable to disqualification.
- **Employment Experience.** Complete this section as fully as possible giving exact dates. Where you cannot remember specific dates, provide as good an indication of the time involved as possible.
- **Qualifications.** Where specific qualifications are required for the position, this will be included in the Job Description and Person Specification. It is important that you demonstrate on the application form that you have the relevant examination results and grades asked for. If your



application is successful you will be required to provide verification of these qualifications. Make sure you include any NVQ's which you are working towards or have obtained if you are applying for a non-teaching post.

- **References.** In line with Department for Education guidance “Keeping children safe in education” we will generally contact referees to seek references before interview. If you object to your references being sought at this stage you may indicate this on the application form, or by contacting the recruiting manager.
- **Additional pages.** If you run out of space on the form you may attach additional pages **(please ensure you clearly write your name and the job you are applying for on each additional sheet you submit); but in no circumstances should this exceed two sides of A4 paper.** This restriction does not apply to those applicants who declare a disability and, provide additional information, in order that consideration may be given to a reasonable adjustment.
- **CV's WILL NOT** be accepted, with the exception of disabled applicants who have difficulty completing the standard application form.

## Information in support of application

This section of the form is your opportunity to tell us about yourself and why you are applying for a post with Co-op Academies Trust, and the particular Academy where the post is based. Please refer to the job description and person specification, and describe how your **experience, knowledge and skills** meet the requirements for this job.

Top tips:

- Please read the Job Description and Person Specification carefully, so you understand what the position involves.
- Ask yourself why you are interested in the position? For example, would it be a promotion or, alternatively, a good career move sideways to broaden your experience?
- Do not simply repeat your career history. Pick out skills, knowledge and experience required by the Job Description and Person Specification and provide evidence / examples to show you possess them.
- Be as concise as possible: any additional information included should relate specifically to the post applied for.
- **Please note that applicants will only be short listed if they demonstrate that they meet the essential requirements of the Person Specification that can be assessed from the application form.** You must therefore, give evidence which shows how you meet the specification. If the specification states “able to use initiative and work unsupervised” it will not



be sufficient to say “I can work unsupervised and show initiative” you must quote examples of your work/life which demonstrate these attributes.

- Mention any relevant experience you have acquired outside work, such as community, voluntary or leisure interests.
- Above all, gear your application to this specific job.
- Internal applicants must not assume any prior knowledge by the shortlist and interview panel and must give full details.

## Equal opportunities

Co-op Academies Trust is committed to offering equality of opportunity in employment regardless of race, sex, marital or civil partnership status, sexual orientation, religion or belief, disability or age. To monitor effectiveness of Diversity & Inclusion policies you are therefore requested to provide this information on the Application Form.

## Disabled applicants

A disability or health problem does not preclude prospective applicants from consideration for a job and applications are encouraged from disabled people. Disabled applicants whose impairment prevents them from carrying out any aspects of a post are still encouraged to apply since it may be possible to change the duties of a post, or to provide specialist equipment by way of a reasonable adjustment. You are asked to indicate in the ‘Additional Information’ section of the Application Form whether your disability prevents you from undertaking any of the duties of the post and why.

If you have difficulty completing the Application Form you may alternatively submit a CV. However, this should still follow the same format as the Application Form, and you should ensure that you demonstrate how you meet the essential criteria in the person specification. Disabled applicants who meet the essential criteria of a vacant post will usually be offered an interview. You are asked to indicate in the ‘Additional Information’ section of the Application Form any arrangements which may need to be made in order for you to attend an interview.

## Canvassing

You must not canvass members of the Academy’s Governing Body or Academy staff who are part of the recruitment and assessment process. This means you must not seek their support or attempt to ask them to influence the decision – if you do, you will be disqualified.





## Criminal convictions

Please read the section of the application form on criminal convictions carefully, and provide any relevant information to the school as outlined.

## Childcare disqualification regulations

These regulations apply to some posts within our academies. If this is the case, you will be asked to complete a separate declaration form if offered the post.