**Beechcliffe School- based on the Keighley site but contracted to work across both schools**

**Assistant Headteacher Responsibilities in additional to daily AHT duties -Whole School Personal Development, Deputy Designated Safeguarding Lead. Lead for CLA and Inclusion**

**Pay Scale: 7- 11**

**This post is on the Leadership Scale and therefore sits outside the 1265 working hours for teachers. It requires the post holder to work ‘reasonable hours’ to complete their role. The post is covered by the** **Working Time Regulations 1998: a 48 hour working week over a 17-week reference period**

**January 2021**

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| **Background**  Beechcliffe School is a special school based in Keighley for pupils aged 11 – 19. Pupils have a range of special educational needs including PMLD, SLD and Autism and many have additional or complex needs across the spectrum of SEND.  Beechcliffe School, Thackley is an annex of the main Beechcliffe school and was formerly Ellar Carr PRU. As such, it mainly supports pupils with social, emotional and mental health problems as a primary need. The site was taken over in March 2020 a short time before National Lockdown and as such there has been no time to merge the two sites into a cohesive unit.  The school is an OFSTED ‘good’ school with an excellent reputation and the Ellar Carr Pru also had an OFSTED ‘Good’ rating.  For the rest of this JD ‘The School’ means both sites.  **Core Purpose**   1. The core purpose of the Assistant Headteacher (AHT) is to assist the Headteacher in providing professional leadership and management for our school over both sites. 2. The school objectives are to ensure high quality education and personalised learning for all its pupils and high standards and achievement in all areas of the school’s work. 3. The school will expect the AHT to lead by personal example in demonstrating a full and professional commitment to excellence in special education for students aged 11-19 who may have very low cognitive ability, or may be more able but have barriers to learning caused by their social, emotional and mental health difficulties, autism or medical conditions . 4. The AHT will be expected to adopt and promote the school vision which is ‘Safe, Joyful Learning’ 5. AHTs occupy an influential position within the school and are expected to use this influence to support the agenda for achieving standards with the school. 6. AHTs are lead professionals and significant role models within the school and the local community they serve. The post holder will carry out the duties of a AHT as set out in the current edition of the School Teachers’ Pay and Conditions Document issued by the Department for Education. A person appointed as the Assistant headteacher, in addition to carrying out the professional duties of a teacher other than a headteacher, must play a major role under the overall direction of the headteacher in:    1. formulating the aims and objectives of the school;    2. establishing the policies through which they are to be achieved;    3. managing staff and resources to that end;    4. and monitoring progress towards their achievement; 7. The AHT will be expected to undertake any professional duties of a headteacher reasonably delegated by the Headteacher in a dual sited school.   Where the Headteacher is absent from the school the Assistant Headteacher should undertake the headteacher’s professional duties to the extent required by the Headteacher or the relevant body/governing body in a dual sited school.  Will work as a Deputy Designated Safeguarding Lead.  This Job Description is based around the four ‘Excellence As Standard’ domains identified in the 2015 National standards of excellence for Headteachers. These four domains being  1) Qualities and knowledge;  2) Pupils and staff;  3) Systems and process &  4) The self-improving school system.  **A = Assessed at Application I = Assessed at Interview T = Assessed through Selection Test** |

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| **Job description** | **Attributes required** |
| **Domain 1**  **Qualities and Knowledge** | **Essential**   1. Able to hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve. **(A,I,T)** 2. Knowledge of different approaches to learning for pupils with special educational needs. 3. Able to demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community. **(A, I)** 4. Experience of leading by example - with integrity, creativity, resilience, and clarity by drawing on your own scholarship, expertise and skills, and that of those around you. **(A, I)** 5. Experience of being able to work flexibly and be able to adapt to the constant changes that happen during the school day. 6. A determination to sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, including in SEND and pursue continuous professional development. **(A,I,T)** 7. The determination to work with political and financial astuteness, and the ability to work with the SLT to ensure that the school’s vision and budget is managed and operates within a clear set of principles centred on the school’s vision. **(A,I,T)** 8. Has the drive, commitment and ability to communicate compellingly the school’s vision, empowering all pupils and staff to excel. **(A,I,T)**   **Desirable**   1. Proven experience of raising standards of achievement within a school of a similar standing. **(A, I)** 2. Ability to uphold, promote and nurture the distinctive character of our school. **(A, I)** 3. Ensures creativity, innovation and the use of appropriate technologies to achieve excellence. **(A,I)** 4. Experience of or ability to manage a school budget. **(A,IT)** 5. Knowledge of funding streams and experience of securing external funding for projects. **(A,I)** |

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| **Domain 2**  **Pupils and Staff** | **Essential**   1. Proven ability of being able to demand ambitious standards for all pupils with SEND by instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes whilst overcoming disadvantage and advancing equality. **(A,I,T)** 2. Experience of securing excellent teaching through an analytical understanding of how pupils with SEND learn and of the core features of successful classroom practice and curriculum design. **(A,I,T)** 3. A proven track record ofestablishing an educational culture of ‘open classrooms’ as a basis for sharing best practice, drawing on and conducting relevant research and robust data analysis. **(A,I)** 4. Committed to creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. **(A,I,T)** 5. Possesses the ability, drive and commitment to coach current and aspiring leaders in a climate where excellence is the standard. **(A,I,T)** 6. The resolve, ability and resilience tohold all staff to account for their professional conduct and practice. **(A,I,T)** 7. Has a DFE recognised teaching qualification. **(A)** 8. Proven ability to lead a complex team of staff working at different levels   **Desirable**   1. An outstanding teacher with a minimum of 5 years relevant experience in Primary/secondary/ special education. **(A,I,T)** 2. A minimum of 3 years successful experience of senior leadership. **(A)** 3. Has in depth knowledge of excellence in SEND primary/ Secondary teaching practice, including appropriate teaching and learning styles. **(A,I,T)** 4. Has knowledge of how to work with pupils with a range of complex needs and how to support their attendance and inclusion in the school**.** 5. Understands available school performance data, its analysis and use. **(I,T)** 6. Up-to-date knowledge of school improvement strategies. **(I,T)** 7. Understands school self-evaluation and its link with school improvement and the Ofsted inspection process. **(A,I,T)** 8. Has experience of observing and feeding back on learning and teaching to staff in order to improve further the quality of learning and teaching across the school. **(I,T)** 9. Has a clear understanding of the SEN Code of Practice and experience of managing SEN. **(A,I** 10. Has experience of working in a dual sited school environment **(A,I)** | |
| **Domain 3**  **Systems and Process** | **Essential**   1. Commitment to ensuring that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity in a dual sited school. **(A,I)** 2. Committed to providing 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. **(A,I)** 3. Committed to maintaining good attendance and provision of education for those pupils who struggle to attend school for a range of reasons. **(A,I)** 4. The ability to assist in establishing and maintaining rigorous, fair and transparent systems and measures for managing the performance of all staff and the ability to assist in addressing any under-performance, supporting staff to improve and valuing excellent practice. **(A,I,T)** 5. A purposeful character who welcomes strong leadership and possesses a proven track record of supporting the governing board in understanding its role and delivering its functions effectively. **(A,I)** 6. An ability to demonstrate an understanding of curriculum-led financial planning in order to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and the school’s sustainability. **(I,T)** 7. The commitment and ability to assist the Headteacher in distributing leadership throughout the organisation, through working with and supporting teams of colleagues who have distinct roles and responsibilities while holding each other to account for their decision making. **(A,I,T)**   **Desirable**   1. Treats people fairly, equitably and with dignity to create and maintain a positive school culture **(I)** 2. Able to balance work and personal life and is considerate of the well-being of others. **(A,I)** |

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| **Domain 4**  **The Self-Improving School System** | **Essential**   1. Commitment to creating outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils. **(A,I)** 2. Experience of developing effective relationships with fellow professionals and colleagues to improve academic and social outcomes for all pupils including working across both sites in a dual sited school. **(A,I)** 3. The ability and confidence to challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools. **(A,I,T)** 4. The ambition, drive and commitment to develop the quality of the teaching within the school through high quality training and sustained professional development for all staff. **(A,I,T)** 5. The confidence to adopt and adapt model entrepreneurial and innovative approaches to school improvement. **(A,I)** 6. An ambitious character with the ability to inspire and influence others - to believe in the fundamental importance of education in young people’s lives and to promote the value of education. **(A,I,T)**   **Desirable**   1. Has experience of leading or participating in the implementation of school or DFE education initiatives. **(A,I)** 2. Willingness to work out of operational hours as required. **(I)** |

**Equal Rights**

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religious, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

**Job Sharing**

Job Share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement.

**Standards and Expectations**

A Assistant Head at Beechcliffe is held to account against the Excellent Headteacher Standards and comes under the latest STPCD conditions of service. The school expects that an Assistant Head will not be constrained by times of work but will be able to work flexibly to meet the needs of the school and its pupils. In return the school will have due regard to the post holders work life balance.

This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.

The post holder may be subjected to antisocial behaviour from pupils directly or members of the public/parents/site users, including aggressive and anti-social behaviour. You are expected to follow the school’s policy and procedures for behaviour management, and any specialist training when dealing with incidents

The post holder is expected to be an exemplar of good attendance for pupils. This is important for both the consistency to very vulnerable pupils, and to role model for pupils the achievements possible when people have good attendance in work and school.

To ensure their practice meets the Health and Safety Duty of care that all staff have for each other, the pupils, and other visitors within the school or when conducting off site visits.

To ensure their professional practice meets the requirements of the Equalities Act at all times.

All staff are expected to contribute to and adhere to the policies and procedures for the school. Particularly staff must regularly familiarise themselves with and follow

* + policies and procedures for health and safety, including ensuring the health and safety needs of themselves and others through dynamic risk assessments
  + safeguarding including child protection, Keeping Children Safe in Education and PREVENT,
  + e-safety and the use of social media in order to protect the pupils and the school.
  + The use of phones, photographs and videos
  + Behaviour (including anti bullying) policy and principles
  + Policies and procedure linked to the Equalities Act
  + Manual handling.
  + Team Teach

Identify own ability to manage work related stress, ensure debriefs are supportive of self and others and speak to a mental health first aide, senior leader if you have identified work related stress in yourself

**Disabled Applicants**

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.