

The Sisters of the Sacred Hearts of Jesus and Mary

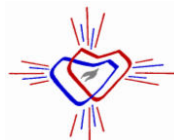
St Johns RC School

Care Philosophy

The underlying principle which fashions the philosophy of care at any place run by the Sisters of the Sacred Hearts of Jesus and Mary is a Christian one. Our aim is to promote a positive, caring environment which focuses upon and addresses the needs of each person in our care or to whom we provide a service.

<u>JOB PROFILE</u>	
Job Title	Assistant Head of School; Student Progress and Staff Development
Reports To	Executive Principal and Head of School
Line Manager	Head of School
Job Purpose	To support the day to day management of the school and to make a contribution to the strategic development of the school through active membership of the leadership team.

<u>JOB DESCRIPTION</u>
<p><u>Main Duties</u></p> <ul style="list-style-type: none">• To lead on mentoring of school staff, including the coordination of the internal CPD programme in the school.• To have overall responsibility for the implementation in establishing clear policies and practise for assessing, recording and reporting students' attainment and progress, ensuring these are implemented effectively and accurately, providing support where necessary or liaising with other leaders within the school. <p>The specific nature and balances of the responsibilities will vary according to the needs of the school and may be shared.</p> <p><u>Teacher Responsibilities</u></p> <ul style="list-style-type: none">• To carry out duties of a school teacher as set out in the current School Teachers' Pay and Conditions document.• To be responsible for teaching across the Key Stages. <p><u>Responsibilities Specific to the Role</u></p> <ul style="list-style-type: none">• To develop a range of tools and strategies that capture pupils achievement in relation



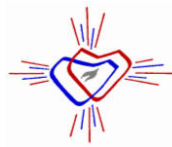
to their needs

- To contribute to monitoring the quality of teaching and learning, maintaining an overview of all performance of teachers and support staff.
- Ensure staff rigorously track and record pupils progress to use assessment information effectively and update pupils learning plans.
- To lead on the coordination and development of internal CPD and mentoring of all staff.
- Liaise with Teaching & Learning, Inclusion and Therapies to implement CPD and mentoring in the school.
- To lead in the development, organisation and implementation of the schools mentoring programme, internal CPD and follow up opportunities for Outreach.
- Coaching and mentoring, arranging job shadowing and peer support.
- Developing a whole school development CPD programme.
- Coordination of development days for classroom support staff.
- Evaluating the impact of continuing professional development and mentoring on Teaching & Learning.
- To monitor teachers using assessment data to set clear and challenging targets for student achievement and improvement and monitor progress towards them, ensuring appropriate strategies are in place.
- To maintain effective communication with all stakeholders ensuring they are appropriately and well-informed about student progress.
- To ensure that detailed and regular records of pupils progress is provided to parents.

Management and Leadership of the School

To contribute to:-

- Maintaining and developing the ethos, values and overall purpose of the school.
- Formulating the aims and objectives of the school and policies for their implementation.
- Planning improvement which will translate the school aims and policies into actions.
- Implementing local and national policies on equal opportunities issues for all staff and students in relation to sex, gender, race, disability and special needs.
- To be part of the Leadership Team of the school and contribute to the development of consistent and effective strategies that enables all students to maximise their learning and achievement.
- To identify and prioritise aspects of professional development needed by the individuals and groups.
- To develop and maintain effective quality assurance in all areas of school activity, ensuring that it brings about improvement.
- To evaluate the quality of learning outcomes, promoting improvement strategies as necessary.
- Teaching, Learning and Assessment
- Work with the Assistant Head of School for Teaching & Learning to ensure:-
- School policies on curriculum, assessment, recording and reporting inform effective teaching & learning.
- The arrangements for teaching, learning and assessment form a co-ordinated, coherent curriculum entitlement for all students.
- Information on student progress is used to improve teaching & learning to inform and motivate students, to inform parents, to provide necessary references for other educational institutions and to aid Governors in fulfilling their responsibilities for the school.



- There is continuity of learning and of progression for all students.
- Challenging targets are set for student attainment leading to whole school improvement.

Management of Staff

- To be responsible for the line management and appraisal of specific teachers, learning mentors and other staff.
- To participate in the recruitment and development of teaching and non-teaching staff.
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
- To assist the provision of professional advice and support the identification of training needs.

Relationships across the School Community

- To be responsible for fostering positive relationships across the school community.
- To advise and assist the Governing Body as required in the exercising of its functions including attending meetings and making reports.
- To help in maintaining and developing effective communications and links with parents to provide positive responses to concerns and problems regarding their children's education and wellbeing.
- To assist other educational establishments in developing specialist skills and knowledge to support special educational needs.
- To develop and maintain positive links and relationships with the community, local organisations and employers.

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

Posts working with children and/or vulnerable adults will be subject to an enhanced DBS. St Johns RC School is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

We recognise the value and worth of those people who we work with and seek to uphold standards of the highest quality. This is to reinforce the dignity and respect of the individual in an atmosphere which is warm, caring, stimulating, accepting and free from all forms of prejudice and discrimination. This means a true partnership between the organisation, parents/carers and authorities or other stakeholders, which will promote the physical, intellectual, emotional and social development of our young people or others in our care, in order that they may achieve their full potential.

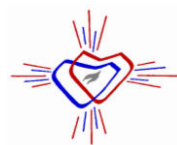
The Post Holder is expected to uphold the Christian ethos of the school.

Post Holders Name: _____

Post Holders Signature: _____

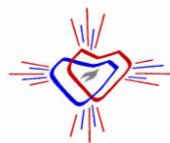
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Job Profile Produced; February 2018. Reviewed September 2018

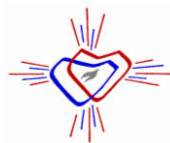


Person specification – Assistant Headteacher St John's R.C. School – Autumn 2018

Criteria	Essential	How tested	Desirable	How tested
Skills	<ul style="list-style-type: none"> • Proven leadership and management skills • Good decision making based on evidence • Time management and organisation • Consultation skills • Strategic planning skills 	Interview and reference	<ul style="list-style-type: none"> • Collaborative leadership skills • Conflict management skills 	Interview and reference
Specialist knowledge	<ul style="list-style-type: none"> • Best practice in delivery of teaching to pupils with complex special needs. • Raising standards and monitoring success in a special school. 	Interview	<ul style="list-style-type: none"> • Knowledge and understanding of the beliefs, values and attitudes of the Catholic Church • Delivery of education to pupils with one or more of the following: Speech and language difficulties, Learning difficulties, Autism. • Understanding of working in a multidisciplinary team. 	Interview



Criteria	Essential	How tested	Desirable	How tested
Experience	<ul style="list-style-type: none"> • Management of curriculum area or key stage across the school. • Teaching young people with learning difficulties. • Evidence of taking an active part in monitoring/evaluation of teaching and learning • Working with parents and governors 	Application form	<ul style="list-style-type: none"> • Experience of teaching in more than one phase of education • Teaching in a special school • Teaching in a Catholic school • Working with a range of outside bodies/agencies. 	Application form
Behavioural competencies /attitude	<ul style="list-style-type: none"> • Communicator • Leader • Change orientated • Visionary • Self-motivated and a motivator for others • Team Player • Inclusive and respectful 	Interview Task/Presentation		
Qualifications and training	<ul style="list-style-type: none"> • QTS • Evidence of further recent relevant professional development 	Application form Certificates	<ul style="list-style-type: none"> • Relevant SEN training and qualifications 	Application form Certificates



Criteria	Essential	How tested	Desirable	How tested
Other qualities	<ul style="list-style-type: none">• Demonstrates a management style rooted in compassion and inclusivity where all staff and students are treated with dignity.• Commitment to working with the trustees• Ability to combine effectiveness with humour, friendliness and warmth• Support of the beliefs, values and attitudes of the Catholic Church	Application form interview reference	<ul style="list-style-type: none">• A practising Catholic	Interview