



# Sidcot School

## Job Description and Person Specification

### Teacher of Assistant Head (Teaching, Learning and Assessment)

<b>The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</b>	
<b>Job Title</b>	Assistant Head (Teaching, Learning and Assessment)
<b>Summary of the role</b>	The Assistant Head (Teaching, Learning and Assessment) is a member of the School's Senior Management Team (SMT), under the line management of the Deputy Head Academic.
<b>Line management responsibility</b>	<ul style="list-style-type: none"><li>• Specified Faculties/Departments as an SMT Academic Link;</li><li>• Learning Support Department;</li><li>• Trainee teachers, e.g. PGCE students on placement;</li><li>• Early Career Teachers (ECTs)</li><li>• Teaching, Learning &amp; Assessment (TL&amp;A) Impact Team</li></ul>
<b>Safeguarding requirements</b>	<ul style="list-style-type: none"><li>• Engage in regulated activity relevant to children</li><li>• Promote and safeguard the welfare of children and young persons for who you are responsible and with whom you come into contact.</li></ul>

## Duties and Responsibilities

### Main duties and responsibilities

The role requires the post holder to:

- develop and deliver a strategy for the continued improvement of teaching, learning and assessment in line with the strategic vision of the school and within budgetary constraints;
- maintain a Sidcot learning culture that embraces a holistic and well-rounded education informed by the principles of the Sidcot Learning Wheel;
- work with senior leaders on effective strategies that secure excellent academic outcomes for students in public examinations;
- work with the Deputy Head Academic on further development of student tracking and progress monitoring systems that support excellent student progress and attainment;
- work with the Deputy Head Academic on the implementation of the Academic Monitoring Schedule;
- work with the Heads of Faculty and Department to review and monitor standards of teaching, learning and assessment;
- carry out the professional development review (PDR) of specified faculties/departments as an SMT Academic Link;
- assist the Deputy Head Academic in the PDR of teachers as matters arise;
- in collaboration with senior leaders, oversee and organise a co-ordinated INSET/CPD programme, in particular, for teaching staff, in line with the strategic objectives of the School;
- lead the TL&A Impact Team, including the co-ordination and delivery of regular TL&A training sessions;
- encourage and develop shared good practice in teaching, learning and assessment, through the identification and utilisation of areas of excellence;
- provide induction, training and support for all new academic staff, including ECTs;
- work with the Deputy Head Pastoral to provide induction, training and support for Graduate Assistants related to their role in the classroom;
- work with Heads of Faculty/Department, to support all new academic staff during their probation period, including lesson observations;
- collaborate with university Education departments and Sidcot faculties/departments to oversee the training of student teachers on teaching practice; the school based training of trainee teachers employed by the school; and the training of ECTs in their first two years at Sidcot;
- work with the Academic Enrichment Co-ordinator to support the School's continued work on 'stretch and challenge' for all students, particularly for the Most Able, (MoA) and Gifted and Talented, (G&T);
- work with the Academic Enrichment Co-ordinator and Director of Marketing and Development to support the School's scholarship programme;

- work with the Heads of Learning Support and EAL to ensure effective differentiation for students of all abilities, including SEND and EAL students;
- in liaison with the Deputy Head Pastoral, organise and deliver a parental engagement programme that focuses on students' academic experience at school;
- as a member of SMT, work with the ISI Inspection Ready Committee, to oversee preparations for inspection in regard to standards for teaching, learning and assessment;
- ensure best teaching, learning and assessment practice is discussed and all documentation is available in an excellent condition and format for inspection and policies are fully put into practice so that the School is fully prepared for Inspection;
- lead the planning and delivery of the Bridging Curriculum programme;
- work with Junior School senior leaders and other colleagues, to create a holistic educational experience that shares best practice in teaching, learning and assessment, ensuring that our approach is integrated, consistent and characterised by plentiful transition opportunities;
- assist the Year Heads in challenging poor academic effort and behaviour by individual students as matters arise;
- support the work of the Head of IT Services and Digital Strategy Lead related to teaching, learning and assessment, including co-ordination of the School's Online Supported Learning (OSL) should the need arise;
- deputise for the Deputy Head Academic in their absence;
- be available to support the work of the Head and SLT during school holidays, should the need arise;
- be part of the SMT duty rota and perform all reasonable duties as requested by the Head in line with a senior role at the School.

<p><b>Teaching</b></p>	<ul style="list-style-type: none"> <li>• Identify and adopt the most effective teaching methods which will stimulate learning appropriate to student needs and the demands of the syllabus.</li> <li>• Work with colleagues to promote the stretch and challenge of all students, including the most able.</li> <li>• Ensure a high-quality learning experience for students which meets internal and external quality standards.</li> <li>• Assess, record and report on the attendance, progress, development and attainment of students and keep such records as are required.</li> <li>• Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>• Undertake assessment of students as requested by external bodies, departmental, faculty and school procedures.</li> <li>• Prepare and update subject materials.</li> <li>• Maintain discipline in accordance with the School's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework.</li> <li>• Ensure the health and safety of students and undertake risk assessments as appropriate.</li> <li>• Provide extra-curricular opportunities throughout the School to allow students to gain self-improvement at all ability levels.</li> <li>• Meet the Teachers' Standards as appropriate.</li> <li>• Undertake such other comparable duties as the Head requires from time to time</li> </ul>
<p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>• Communicate effectively with the parents/guardians of students as appropriate including attendance at parent consultations.</li> <li>• Where appropriate, communicate and co-operate with persons or bodies outside the School.</li> </ul>
<p><b>Operational and strategic planning</b></p>	<ul style="list-style-type: none"> <li>• Assist in the development of appropriate syllabuses, resources, schemes of work etc.</li> <li>• Contribute to the department's development plan and its implementation.</li> <li>• Plan and prepare courses and lessons.</li> <li>• Work with colleagues to ensure that the curriculum area provides a range of teaching which complements the School's strategic objectives.</li> <li>• Assist colleagues in the process of curriculum development and change.</li> </ul>

<b>Marketing</b>	<ul style="list-style-type: none"> <li>• Take part in marketing activities such as open days.</li> <li>• Contribute to the development of effective subject links with external agencies.</li> </ul>
<b>Staff Development</b>	<ul style="list-style-type: none"> <li>• Participate in the School's further training and professional development.</li> <li>• Continue personal development in relevant areas including subject knowledge and teaching methods.</li> <li>• Engage actively in the School's performance management process.</li> </ul>
<b>Remuneration</b>	<ul style="list-style-type: none"> <li>• A competitive salary is offered on the Sidcot scale and is dependent on qualifications and experience.</li> <li>• This role attracts an additional Management Allowance Point (MAP3) of £8493.</li> <li>• Assistant Heads teach a 48% timetable (equivalent to 12x 50-minute periods/week).</li> <li>• The children of staff may be educated in Sidcot Junior School and Sidcot School at reduced rates, subject to satisfying our standard Admissions criteria</li> </ul>

This job description is illustrative and not exhaustive. The post holder will be required to make a significant contribution to the operational delivery and strategic development of the School.

He/she will be expected to demonstrate those behaviours and levels of commitment commensurate with a senior management position. You may also be required to undertake such other comparable duties as the Head or your line manager requires from time to time. For the avoidance of doubt, the duties and responsibilities contained within this job description may change from time to time according to the requirements of the role and it is not intended to have contractual effect.

## Person Specification

**The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

	<b>Essential</b>	<b>Desirable</b>	<b>Method of assessment</b>
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
<b>Qualifications</b>	<p><i>The professional, technical or academic qualifications that the Applicant <b>must have to undertake the role or the training that they must have received</b></i></p> <ul style="list-style-type: none"> <li>• An appropriate degree</li> <li>• A teaching qualification</li> <li>• QTS and successful completion of the Teacher Induction Period (NQT/ECT)</li> </ul>	<p><i>The professional, technical or academic qualifications that the Applicant <b>would ideally have to undertake the role or the training that they should ideally have received</b></i></p> <ul style="list-style-type: none"> <li>• Further professional qualifications as relevant to the appointment</li> </ul>	<ul style="list-style-type: none"> <li>• Applicant’s certificates</li> <li>• Discussion at interview</li> <li>• Independent verification of qualifications</li> </ul>
<b>Experience</b>	<p><i>The categories of work or organisations, types of achievements and activities that would be likely <b>to predict success in the role</b></i></p> <ul style="list-style-type: none"> <li>• Experienced and successful teacher</li> <li>• Proven experience of managing colleagues</li> <li>• Leadership experience</li> <li>• Successful delivery of projects</li> </ul>	<p><i>The categories of work or organisations, types of achievements and activities that would be likely <b>to contribute to success in the role</b></i></p> <ul style="list-style-type: none"> <li>• Successful experience of implementing schoolwide change</li> <li>• Successful contribution to wider staff development</li> <li>• Successful experience of event organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Contents of the application form</li> <li>• Interview</li> <li>• Professional references</li> </ul>

<p><b>Skills, abilities and competencies</b></p>	<p><i>The skills, abilities and competencies <b>required</b> by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• An exemplary teacher as evidenced by consistently excellent practice in teaching, learning and assessment</li> <li>• Presentation/public speaking</li> <li>• Ability to communicate a compelling vision</li> <li>• Personnel management and motivation of others</li> <li>• Well organised</li> <li>• Ability to manage workload effectively</li> <li>• Ability to prepare detailed and accurate qualitative and quantitative reports</li> <li>• Project management</li> <li>• Data analysis and interpretation</li> </ul>	<p><i>The skills, abilities and competencies that would <b>enable</b> the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Excellent inter-personal social skills</li> <li>• Demonstrate self-understanding and self-management</li> <li>• Aptitude for reflective thinking</li> <li>• Deep listening skills</li> <li>• Confident to manage difficult conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Contents of the application form</li> <li>• Interview</li> <li>• Professional references</li> </ul>
<p><b>Knowledge</b></p>	<p><i>The knowledge <b>required</b> by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Teaching Pedagogies eg AfL</li> <li>• Assessment methodology and best practice</li> <li>• Early Career Framework and</li> </ul>	<p><i>The knowledge that would <b>enable</b> the Applicant to perform effectively in the role</i></p> <p>HE Application systems</p> <ul style="list-style-type: none"> <li>• Best practice to support EAL students</li> </ul>	<ul style="list-style-type: none"> <li>• Contents of the application form</li> <li>• Interview</li> <li>• Professional references</li> </ul>

	<p>ISTIP practices</p> <ul style="list-style-type: none"> <li>• Teachers' Standards</li> <li>• Best practice to support G&amp;T and SEND students</li> <li>• New technologies and EdTech</li> </ul>		
<p><b>Attitude and behaviours</b></p>	<p><i>The attitude and behaviours that the Applicant <b>requires</b> to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> <li>• Strong interpersonal skills and self-awareness adapting to situations with particular reference to children</li> <li>• Appreciation and understanding of the core Quaker values of peace, truth, integrity and equality</li> <li>• Emotional resilience in working with challenging behaviours</li> <li>• Positive attitude to use of authority and maintaining discipline</li> <li>• A willingness to engage fully in the extra-curricular life of the School</li> <li>• A willingness to collaborate on projects, departmentally and whole school</li> </ul>	<p><i>The attitude and behaviours that would <b>assist</b> the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Sense of humour</li> </ul>	<ul style="list-style-type: none"> <li>• Contents of the application form</li> <li>• Interview</li> <li>• Professional references</li> </ul>