



Associate Assistant Head

Job Description

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| Job Title | Associate Assistant Head |
| Responsible to | Senior Leadership Team |
| Grade | Main—Upper pay scale plus SEN Allowance and £7,000 TLR2 |

Job Purpose

- Leading and working with a team of Learning Support Assistants, who support teaching and learning in the classroom
- In addition to their teaching commitment, all teaching staff will be expected to take on the responsibility and leadership of a subject / curriculum area.
- To ensure that we provide and maintain an environment for learners, staff and visitors which is safe, attractive, comfortable and conducive and which makes a positive statement about Kennel Lane School.
- Be responsible, as part of the Senior Leadership Team, for leading and managing the vision, ethos and organisation of the whole school with specific reference to the Secondary Department.
- Covering in the short term absence of the department Assistant Head
- To lead on at least 1 strand and/ or 1 core curriculum subject of our TALENTS curriculum.

Subject Leadership Responsibilities

Subject leaders meet across the departments to:

- Develop their subject or curriculum area in interesting and innovative ways with reference to learners learning styles
- Share and collaborate with other staff
- Develop and evaluate schemes of work
- Analyse the effectiveness of the curriculum and curriculum delivery
- Use QCA and other documentation to support curriculum development
- Be aware of and research latest ideas and methods within your curriculum area
- Prioritise and manage a subject budget

In addition to the contract of employment duties as laid down in the School Teachers' Pay and Conditions Document 2022 the post includes the following:

- Plan, prepare and record learning programmes and activities for pupils within your teaching group according to their individual needs and whole group needs
- To be responsible for developing own knowledge of the latest LEA and national educational developments and be prepared to develop an expertise in:
 - the social / emotional needs of young people
 - a specific learning difficulty
- Advise and cooperate with the Headteacher and other teachers and professionals in the preparation and development of the schemes of work, materials and methods of teaching and assessment

- Assess, record and report on the development, progress and attainment of learners
- Maintain your teaching area as an attractive, lively, orderly and educationally stimulating environment for learners
- Maintain good order and discipline among learners, safeguarding their health and safety at all times
- Evaluate and cope with any situation which could endanger the welfare of learners physically and/or emotionally and to take responsibility for complying with health and safety procedures when planning off-site activities

Participate and contribute to the team and curriculum groups and liaise with both colleagues and other professionals regarding learners needs and progress

- Promote partnership with families as an important element of learners progress
- Support families and governors in their understanding of curriculum issues
- Contribute to the dissemination of good educational practice to colleagues and other professionals within the community
- Support and participate in an agreed framework for the performance management of all staff
- Adhere to the school's philosophy, ethos and policies
- Find solutions, rather than problems and to think imaginatively

The post holder is responsible for ensuring that the school safeguarding and child protection policy is adhered to and concerns are raised in accordance with this policy. The post holder will be subject to an enhanced criminal records check and will be required to consent to this.

All staff should retain strict confidentiality about all aspects of school life.

The post holder may at times be exposed to very challenging or unpredictable learner behaviour. All staff should participate in appropriate staff training and be aware of staff professional development within the school.

The above responsibilities are subject to the Teachers Pay and Conditions legislation currently in force. This job description is not necessarily a comprehensive definition of the post; duties may vary within this framework in line with its general character and level of responsibility.

(This job description may be amended at any time after discussion with the Headteacher, but in any case, will be reviewed annually when key tasks related to the school priorities will be determined).



Job Specification

Applicants should pay particular attention to the requirements in the Person Specification when completing their application.

Key

E = Essential

D = Desirable

| A | Qualifications, Knowledge and Experience | E/D |
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| A1 | Qualified Teacher Status | E |
| A2 | Degree or equivalent | E |
| A3 | Additional middle leadership Qualification such as NPQML | D |
| A4 | Evidence of successful teaching in special needs school or resource | D |
| A5 | A knowledge and experience of working with learners with SEN | E |
| A6 | Evidence of commitment to and the knowledge and experience of promoting the welfare and safeguarding of learners | E |
| A7 | Effective use of information and communication technology | E |
| A8 | A willingness to learn and use new skills in order to meet the needs of young people with communication and other difficulties | E |
| A9 | Detailed understanding of current educational developments, statutory requirements and the Ofsted framework | E |
| A10 | Knowledge of writing and delivering Individual Educational Plans | D |
| A11 | Nurture practitioner, or relevant, qualifications. | D |
| B | Teaching & Learning | |
| B1 | The ability to lead by example demonstrating and recognising the qualities of outstanding teaching and learning in Key Stage 2 | E |
| B2 | Experience of evaluating and developing the curriculum in an innovative and flexible way so that it meets the needs of all learners | D |
| B3 | Evidence of being driven by a learner-focussed approach which provides equal opportunities in access to learning | E |
| B4 | Experience of successfully using assessment data, recording and reporting systems to drive progress and attainment | E |
| B5 | Experience of working across Primary age range | D |
| C | Leading and Managing Others | |
| C1 | A commitment to valuing, supporting and encouraging the professional development of staff | E |
| C2 | Ability to work closely with other Key Stage leaders to ensure continuity and progression across all Key Stages | E |
| C3 | Ability to establish good working relationships, leading, developing and encouraging the teaching practice of other staff across Key Stage 2 | E |

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| C4 | Committed to promoting equal opportunities in staff development and training | E |
| C5 | Ability to lead a curriculum subject across the Secondary Departments | E |
| C6 | Demonstrates a commitment to continually updating their knowledge of education/special education and to their own on going personal and professional development | E |
| D | Accountability | |
| D1 | Ability to develop effective relationships with parents/carers to ensure they are well informed about the progress and attainment of their learners | E |
| D2 | Ability to contribute to and actively support the overall vision, mission and key priorities of the School | E |
| E | Personal Attributes | |
| E1 | Ability to work collaboratively with other agencies and professionals to support the holistic | E |
| E2 | Excellent interpersonal skills including the ability to listen to, understand and work with a wide range | E |
| E3 | Excellent communication skills, both oral and written | E |
| E4 | A warm, friendly and approachable personal style | E |
| E5 | Ability to support an open and transparent culture, acknowledge differences and overcoming | E |
| E6 | Ability to work on own initiative and anticipate and manage priorities and deadlines | E |
| E7 | Ability to maintain a safe, secure and healthy learning environment for both learners and staff and | E |
| E8 | Demonstrates a high level of commitment to safeguarding, inclusion and equality in all aspects of | E |
| E9 | Demonstrates a commitment to maintaining an effective and collaborative relationship with the Governing Body | E |

Key Dates and How to Apply

This post is for internal, including Bracknell Forest employed, candidates only.

If you are interested in this post please send a personal statement to Anila.Ahmad@kennellaneschool.com by Monday 7th November 2022.

Your personal statement must include:

- Your reason for applying
- Suitably for post; use the job specification and Nurture policy document as guidance
- Any relevant information

The application must be between one—two sides of A4.

Applications submitted after the closing date will not be considered.

We will request internal references for any applications, please list a suitable referee within your application.

Kennel Lane School are committed to providing equality of opportunity to all. Our aim is to treat all employees and prospective employees with integrity, respect and consideration.

We aim to ensure that individuals are recruited, selected, trained and promoted on the basis of ability, job requirements, skills, aptitudes and other objective criteria.

