**St. Michael’s Catholic Grammar School**

**Assistant Headteacher – Head of KS3/4**

**(Leadership Scale L13 – L17 Outer London)**

**Role Description**

*Please note Whole School Responsibilities, which depend upon individual gifts, skills and experience, are on the attached Leadership Team description.*

*All members of the leadership team lead the school in prayer in Celebrations of the Word, as well as contribute to the teaching of Core RE in the Sixth Form.*

**Job Purpose**

To support the Headteacher in providing vision, leadership and direction for the school and ensuring that it is managed and organised to meet its aims and targets.

To support the Headteacher in providing professional leadership for the school which secures its success, ensuring high quality education which realises the potential of all students.

**Key Responsibilities**

Catholic Purpose and Identity of the School: Working with the Headteacher, the first responsibility is to support and promote the Catholic identity of the school and safeguard the teaching of the Church.

Leadership in Catholic Education: To support the Headteacher in leading a Catholic educating community, an Assistant Headteacher – Head of KS3/4 requires some theological insight and vision of the development of a Catholic secondary school.

Shaping the Future: To support the Headteacher as they work with the Governing Body to create a shared vision which expresses core educational values and moral purpose and is inclusive of stakeholders’ values and beliefs.

Leading Teaching and Learning: To work with the Headteacher to raise the quality of teaching and learning and promote students’ achievement.

Developing Self and Working with Others: To work with the Headteacher to establish effective relationships and communication in order to build a professional learning community which enables all to achieve.

Managing the Organisation: To work with the Headteacher to provide effective organisation and management of the school in order to maintain an efficient, effective and safe learning environment that reflects Gospel values.

Securing Accountability: As Assistant Headteacher – Head of KS3/4 in a Catholic School, your commitment to your Catholic faith should be at the heart of your commitment to the Catholic school community so that, working with the Headteacher, pupils enjoy and benefit from a high quality education, promoting collective responsibility within the whole school community.

Strengthening Community: With the Headteacher, to work collaboratively at both strategic and operational levels with all connected with the school community including the local parish, local community and Diocese for the well-being of all children and their families.

Other Relationships: To support the Headteacher as they work in partnership with the School Trustees as well as the Diocese of Westminster Education Service, the London Borough of Barnet and other relevant organisations including any organisation representing the parents of pupils at the school.

The Assistant Headteacher – Head of Key Stage 3/4 - is responsible for:-

1. The Academic )
2. The Reporting and Assessment )
3. The pastoral ) needs of students
4. The SEND/Gifted & Talented )
5. The Administrative )
6. Attending Governing Body Meetings

In practice, this involves:

1. With the Staff:

* Acting as line manager, monitoring colleagues’ work and chairing staff meetings.

B) With the Pupils:

* Maintaining excellent standards of uniform, punctuality, courtesy and consideration as well as an atmosphere of academic achievement.
* Ensuring that the necessary procedure of Registration, Dismissal, Tutorial, Assembly and Parent`s Meetings are working well. This includes being on call at Break and Lunchtime, and being on duty before and after school.
* The organisation and taking of assemblies.
* The planning and resourcing of Tutorial Programmes and leading Form Tutors in delivery.

**Pastoral Leadership of St Michael’s Catholic Grammar School**

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| **ST MICHAEL’S CATHOLIC GRAMMAR SCHOOL**  **LEADERSHIP TEAM** | | | |
| **Head:** | **Deputy Head (Pastoral)** | | **School Business Manager:** |
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|  |  | |  |
| Formulation of School Policy | Oversight of pupil discipline | | Support Staff |
| Liaison with Governors and Parents | Designated Safeguarding Lead (DSL) | | Financial Planning and Control |
| Appointment, deployment, management and appraisal of staff | Day to day running of school and wellbeing of staff and students | | Security and safety of premises |
| Liaison with outside agencies and other schools | Educational Visits Coordinator  Publicity | | Archangel Trust, Gabriel Fund & School Trust |
| Determining, organising and Implementing the Curriculum | Liaison with Parents’ Association  11+ Admissions | | Financial procedures (P.F.O) |
| Liaison with Governors’ Committees | ECTs & Staff Induction | | School CENSUS information oversight |
| Monitoring of Progress and Safety | Oversight of Timetable & Options | |  |
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| **Deputy Head (Director of 6th Form):** | **Assistant Head of KS4:** | | **Assistant Head of KS3:** |
| **Responsibility for VI Form Students:** | **Responsibility for KS4 Pupils:** | | **Responsibility for KS3 Pupils:** |
|  |  | |  |
| Academic progress | Academic progress | | Academic progress |
| Examinations | Examinations | | Examinations |
| Reporting & assessment | Reporting & assessment | | Reporting & assessment |
| Pastoral Care & Curriculum | Pastoral Care & Curriculum | | Pastoral Care & Curriculum |
| SEN/Gifted & Talented/Pupil Premium | SEN/Gifted & Talented/Pupil Premium | | SEN/Gifted & Talented / Pupil Premium |
| Careers/Work Experience | Careers/Work Experience | | Careers/Work Experience |
| Head of Sixth Form | Head of Senior School | | Head of Junior School |
| In charge of Grange/VI Centre/Old Convent | In charge of Senior Building | | In charge of Junior Building |
|  |  | |  |
| **Whole School Leadership**  **Roles:** | **Whole School Leadership Roles:** | **Whole School Leadership Roles:** | |
| Careers, ECTs, Student Council | Examinations Secretary | Data Management | |
| SENDCO, British Values, Prevent | Work Related Curriculum | Pupil Premium Coordinator | |
| Data Protection Officer and GDPR  6th Form Admissions, Y9+Y12 Options | Pastoral Curriculum including Citizenship | Artsmark and the Creative Life of the School | |
| Freedom of Information | Child Protection Deputy DSL |  | |
|  |  |  | |
| Also 2x Head of Sixth Form | Also Deputy Head of KS4 | Also 2x Deputy Head of KS3 | |
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**20 features of a successful and effective Leadership/Senior Leadership Team**

(See National Standards for Headteachers: DfE 2000)

1. Members are committed to teamwork.
2. Members are capable of fulfilling their individual leadership and management responsibilities.
3. Members have a range of strengths in terms of the knowledge, experiences, qualities, skills and attitudes they bring to the team.
4. The team is small enough for face to face discussion and large enough to include all individuals necessary for making major decisions.
5. There is a single tier structure of SLT meetings.
6. SLT meetings are on task with a friendly atmosphere, sense of humour and sense of perspective prevailing.
7. Attention is paid to the development of individual members and to the development of the team as a whole. Members gain intrinsic benefit from working in SLT.
8. Head provides conditions which encourage all members to contribute fully to the work of SLT.
9. High level trust, mutual respect and enjoyment among SLT members.
10. Different members take a lead on particular issues.
11. Major decisions are made by consensus reached after the open expression of individual views. Clear procedure exists in case consensus cannot be achieved.
12. SLT presents a united front to colleagues on decisions that have been taken in SLT, while acknowledging the range of views taken into account.
13. SLT members follow through with colleagues on issues connected with the implementation of decisions.
14. SLT values middle management as key players. Pressure and support are applied so that middle management carries out its responsibilities successfully and effectively.
15. High quality communication and linkage between SLT and rest of staff.
16. SLT is visible/has a high profile.
17. SLT is strong on vision, planning, optimism, problem solving and intelligent risk taking.
18. SLT cares for the people in the school.
19. SLT has integrity.
20. SLT has high credibility with colleagues, governors, parents/carers and students.