JOB DESCRIPTION

Halley Primary School

Including all learners, achieving their best

DIRECTORATE: Education

NAME OF SCHOOL: Halley Primary School

POST TITLE: Assistant Headteacher – Teaching, Learning and KS2 Leadership (Temporary)

SALARY: Leadership pay range L6 to L10

CONTRACT TYPE: Temporary, full-time, January 2027 to 31 August 2027. Fixed-term contract

TEACHING COMMITMENT: Approximately 1.5 days per week, subject to the operational needs of the school

RESPONSIBLE TO: Headteacher

LINE MANAGES: All KS2 teachers (Years 3 to 6) and both Early Career Teachers (currently in Years 2 and 4)

RESPONSIBLE FOR: Leading the quality of teaching, learning and curriculum implementation across the school; CPD; ECT mentoring; assessment and pupil progress across KS1 and KS2; the day-to-day leadership of KS2. The post holder is a member of the Senior Leadership Team and the school's Deputy Designated Safeguarding Lead (DDSL).

JOB PURPOSE

- The Assistant Headteacher leads the quality and consistency of teaching, learning and curriculum implementation across the school, working with the Headteacher and other senior leaders, and is responsible for the day-to-day leadership of Key Stage 2. They will sustain, strengthen and embed Halley's established teaching and learning priorities.
- The post holder takes ownership of their areas of responsibility, makes sound decisions within them and follows actions through to completion. In doing so, they strengthen the school's leadership capacity, enabling the Headteacher to focus on strategic leadership, safeguarding, governance, school improvement and preparation for inspection.
- They lead through strong professional relationships, high expectations, the development of others and a close knowledge of our pupils and families, so that every child at Halley experiences an ambitious, rich and inclusive curriculum, taught well.

SAFEGUARDING CHILDREN

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment and take responsibility for promoting and safeguarding the welfare of children and people within the school.

Appointment to this post is subject to satisfactory pre-employment checks in accordance with Keeping Children Safe in Education, including an enhanced DBS check with children's barred list check, verification of identity, right to work, qualifications and a check against the DfE's list of teachers prohibited from teaching. This post is exempt from the Rehabilitation of Offenders Act 1974, as amended.

MAIN EXPECTATIONS OF THE ROLE

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions document and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher.
- Meet the expectations set out in the Teachers' Standards
- Uphold Halley's values of ambition, creativity, respect, health, resilience and confidence, and our commitment to including all learners.

TEACHING COMMITMENT AND LEADERSHIP TIME

The post holder will teach for approximately 1.5 days per week, subject to the operational needs of the school. This will be regular, timetabled teaching rather than fragmented cover, so that the post holder maintains a strong classroom presence and continuity with pupils, models high-quality teaching and contributes directly to pupils' learning.

The remainder of the week is protected leadership time for whole-school teaching and learning, curriculum implementation, CPD, assessment and pupil progress, ECT mentoring, KS2 leadership, line management and performance management, and safeguarding. The balance between teaching and leadership may be adjusted in response to the school's operational priorities, in agreement with the Headteacher.

WORKING RELATIONSHIPS

The post holder works alongside the Headteacher, the AHT for Inclusion and Behaviour, the SENDCo and colleagues with subject and other leadership responsibilities, strengthening the school's leadership capacity rather than duplicating it.

- **Headteacher:** overall strategic responsibility for school improvement, safeguarding (as DSL), governance and accountability. The Headteacher is also the ECT induction tutor.
- **AHT for Inclusion and Behaviour:** leads whole-school inclusion and behaviour; EYFS, including EYFS assessment; day-to-day KS1 phase leadership and organisation, including operational support for KS1 teachers on routines, behaviour, parental concerns and phase expectations; and phonics, including phonics assessment.
- **SENDCo:** leads specialist SEND provision. The post holder works with the SENDCo and the AHT for Inclusion and Behaviour to ensure ambitious expectations, high-quality adaptive teaching and access to the curriculum for every pupil.

- **Subject leaders and colleagues with distributed leadership roles:** the post holder develops their capacity to evaluate curriculum implementation and impact, and ensures CPD and quality assurance take account of their work.
- **Line management and performance management:** The post holder line manages all KS2 teachers and both ECTs. For KS2 teachers, this includes performance management: setting and reviewing objectives, giving constructive feedback, supporting professional development and ensuring agreed actions are implemented. ECTs are not subject to the appraisal cycle; their progress is assessed through statutory induction, as outlined below.
- **ECT mentoring:** the post holder is mentor to both ECTs, providing regular instructional coaching and professional dialogue. The Headteacher, as induction tutor, carries out progress reviews and formal assessments. ECTs' performance is assessed through statutory induction rather than the appraisal cycle, and mentoring is kept distinct from assessment.
- **Day-to-day phase leadership:** the post holder leads KS2. The AHT for Inclusion and Behaviour leads KS1, including day-to-day leadership and operational support for the Year 2 ECT. The two AHTs work together so that support, induction requirements and phase expectations for the Year 2 ECT are coherent and consistent.

PRINCIPAL ACCOUNTABILITIES AND RESPONSIBILITIES

A. TEACHING, LEARNING AND CURRICULUM IMPLEMENTATION

Accountable for: leading, monitoring and evaluating the quality and consistency of teaching and curriculum implementation across the school, working with the Headteacher and other senior leaders, so that the planned curriculum is taught well in every classroom.

- Sustain and strengthen the school's established teaching and learning priorities, ensuring they are understood and applied consistently by all teachers.
- Lead quality assurance of teaching and curriculum implementation through a planned cycle of professional dialogue, coaching, lesson visits, work and planning review, and pupil voice.
- Make accurate, evidence-based evaluations of teaching, curriculum implementation and the impact of agreed school improvement strategies on classroom practice, and report these clearly to the Headteacher.
- Promote and model effective, evidence-informed pedagogy, including adaptive teaching, assessment for learning, feedback and metacognition.
- Work with the AHT for Inclusion and Behaviour and the SENDCo to ensure adaptive teaching enables all pupils, including those with SEND, those learning English as an additional language and disadvantaged pupils, to access and succeed in the full curriculum.
- Develop subject leaders' capacity to evaluate the implementation and impact of their subjects.
- Model high-quality teaching through regular, timetabled teaching of approximately 1.5 days per week.

B. PROFESSIONAL DEVELOPMENT

Accountable for: leading, coordinating and evaluating a coherent CPD programme, linked directly to School Development Plan priorities, that leads to sustained improvement in teaching.

- Plan, lead and evaluate the school's CPD programme, including staff meetings and the professional development calendar.
- Use evidence from quality assurance, assessment and pupil outcomes to identify professional learning needs.

- Develop teachers through coaching, mentoring, modelling and constructive feedback, and check that agreed developments are implemented.
- Evaluate whether CPD leads to sustained improvements in teaching.
- Build colleagues' expertise, confidence and leadership capacity.
- Create and sustain structures for staff to share effective practice.
- Promote a professional culture of high challenge and low threat, built on positive relationships, reflection and shared accountability.

C. EARLY CAREER TEACHER (ECT) MENTORING AND LINE MANAGEMENT

Accountable for: high-quality mentoring and line management of the school's two ECTs (currently in Years 2 and 4), and supporting the Headteacher, as induction tutor, to ensure statutory induction requirements are met.

- Act as mentor to both ECTs, providing regular instructional coaching, professional dialogue and support in line with the Initial Teacher Training and Early Career Framework.
- Line manage both ECTs, setting clear expectations, supporting their professional development and following up agreed actions.
- Work with the Headteacher, as induction tutor, so that progress reviews and formal assessments are completed accurately and on time, keeping the mentoring relationship distinct from the induction tutor's assessment role.
- Coordinate with colleagues who contribute to ECT support, so that support is coherent and not duplicated.
- For the Year 2 ECT, work with the AHT for Inclusion and Behaviour, who provides day-to-day KS1 phase leadership and operational support, so that support, induction requirements and phase expectations are coherent and consistent.
- Identify early when an ECT needs additional support, put that support in place and inform the Headteacher.

D. ASSESSMENT AND PUPIL OUTCOMES

Accountable for: overseeing assessment processes across KS1 and KS2, ensuring assessment information is accurate, moderated and used effectively, and leading pupil progress processes in both key stages.

- Maintain and strengthen the school's established assessment systems and processes.
- Ensure teacher assessment across KS1 and KS2 is accurate, moderated and used effectively.
- Lead KS1 and KS2 pupil progress meetings, drawing on teachers' knowledge of each pupil as well as assessment data, and agree clear actions with teachers.
- Ensure actions agreed at pupil progress meetings are followed through and their impact evaluated.
- Support teachers in using assessment to adapt teaching and plan targeted support.
- Analyse attainment and progress, including outcomes for different pupil groups, and use the analysis to inform school improvement priorities.
- Report on assessment and pupil progress to the Headteacher and Senior Leadership Team.
- Work with the AHT for Inclusion and Behaviour, who leads EYFS assessment and phonics assessment, so that assessment is coherent from EYFS to Year 6.

E. KS2 LEADERSHIP AND OPERATIONAL MANAGEMENT

Accountable for: the effective day-to-day organisation and leadership of KS2 (Years 3 to 6), and the line management and performance management of KS2 teachers. This is a central responsibility of the role.

- Act as the first point of contact and senior leader for KS2 staff, pupils and routine parental concerns, getting to know pupils and their families well and building positive, trusting relationships.
- Provide visible, accessible and supportive leadership across KS2, including at the start and end of the school day.
- Manage KS2 routines, communication and day-to-day operational matters.
- Support teachers with behaviour, professional expectations and parental concerns, in line with school policies, resolving concerns early wherever possible and working with the AHT for Inclusion and Behaviour where cases are complex.
- Line manage and undertake performance management of KS2 teachers: set and review objectives, give constructive feedback, support professional development and ensure agreed actions are implemented.
- Take ownership of decisions within agreed responsibilities, maintain high professional expectations and follow actions through without requiring constant direction, escalating significant matters appropriately.
- Lead KS2 phase meetings, ensuring clear, timely communication within the phase and with the wider school.

F. SAFEGUARDING

Accountable for: carrying out the duties of Deputy Designated Safeguarding Lead, working closely with the Headteacher as DSL, and acting as DSL in the Headteacher's absence.

- Complete DSL training before undertaking designated safeguarding responsibilities, and keep it up to date.
- Act promptly on safeguarding concerns in line with Keeping Children Safe in Education, local safeguarding partnership procedures and the school's Safeguarding and Child Protection Policy, making referrals to children's social care or the police without delay where required and informing the Headteacher as DSL as soon as possible.
- Support the DSL in maintaining effective safeguarding practice, including accurate recording and liaison with external agencies.
- Promote a strong culture of safeguarding throughout the school.

G. STRATEGIC LEADERSHIP AND SCHOOL IMPROVEMENT

Accountable for: delivering the School Development Plan priorities delegated to the post, including the Teaching and Curriculum priority, and contributing actively to the Senior Leadership Team.

- Lead the Teaching and Curriculum priority of the School Development Plan with clear milestones, reporting on progress and impact to the Headteacher, and to governors when required.
- Contribute to the implementation and evaluation of the School Development Plan as a whole.
- Contribute to school self-evaluation and inspection readiness, providing accurate evaluations of teaching, curriculum implementation and pupil outcomes.
- Take responsibility for identified improvement priorities and support effective whole-school operational leadership.
- Contribute actively to the Senior Leadership Team, exercising independence, professional judgement and accountability within agreed responsibilities.

DECISION-MAKING AND ESCALATION

The post holder leads independently within their areas of responsibility, exercising sound professional judgement and keeping the Headteacher fully and promptly informed.

- **Decide and act:** day-to-day KS2 operational matters; routine parental concerns; the content and sequence of CPD within agreed priorities; quality assurance within the agreed schedule; follow-up of agreed actions with staff they line manage and from pupil progress meetings.
- **Act, then inform the Headteacher:** emerging concerns about a teacher's practice; parental concerns that may escalate; significant changes to KS2 routines or organisation.
- **Safeguarding:** act on concerns immediately in line with statutory guidance and school policy, including making referrals without delay, and inform the Headteacher as DSL as soon as possible. Safeguarding action is never delayed while awaiting approval. Concerns or allegations about adults working in the school are reported to the Headteacher straight away, or to the Chair of Governors if they concern the Headteacher.
- **Headteacher authorisation required:** formal capability or disciplinary procedures, complaints under the complaints policy, suspensions and exclusions, and decisions with financial, staffing or reputational implications.

OTHER DUTIES AND RESPONSIBILITIES

- Promote and model positive relationships with parents and carers as partners in their children's education.
- Comply with the school's policies, including safeguarding, health and safety, equality, data protection and the staff code of conduct.
- Undertake training and professional development relevant to the role.
- Undertake other reasonable duties, consistent with the level of the post, as directed by the Headteacher.

PERFORMANCE MANAGEMENT

- Performance management objectives will be agreed with the Headteacher within the first half term and will reflect the accountabilities above. Progress will be reviewed through regular line management meetings, as part of the school's performance management cycle.

CONDITIONS OF SERVICE

The post is subject to the School Teachers' Pay and Conditions Document and the Conditions of Service for School Teachers in England and Wales (Burgundy Book), supplemented by local agreements.

EQUALITY OF OPPORTUNITY

The post holder will be expected to promote equality of opportunity, challenge prejudice and carry out all duties in line with the Equality Act 2010 and the school's and council's equality policies.

ORGANISATIONAL DETAILS

The above job description was agreed on …… (date). It reflects the main responsibilities of the post and may be reviewed and amended at any time, but before this happens you will be given appropriate opportunities to discuss the proposed amendments.

_____Signed by (Post holder)

_____Signed by (Headteacher)

PERSON SPECIFICATION

Please use your personal statement to show evidence against these criteria. The letters show how each criterion will be assessed: **A** application, **I** interview, **T** selection task (for example a lesson observation and feedback, a pupil progress or data task, or an in-tray exercise), **R** references.

	ESSENTIAL	DESIRABLE
Qualifications and training	• Qualified Teacher Status **(A)** • Evidence of sustained professional development in pedagogy, curriculum or leadership in the last three years **(A, I)** • Willing to complete DSL training before undertaking DDSL responsibilities, and further training needed for the role **(A, I)**	• NPQ in Senior Leadership, Leading Teaching or Leading Teacher Development, or equivalent leadership training **(A)** • Current DSL or DDSL training **(A)** • Safer recruitment training **(A)**
Experience	• Successful primary teaching experience, including in KS2, with a record of good or better pupil progress **(A, R)** • Leadership responsibility for improving teaching and learning beyond own classroom, with evidence of impact **(A, I, R)** • Phase, key stage or year group leadership, including day-to-day operational responsibility **(A, I)** • Line management of teachers, including holding colleagues to account for agreed actions **(A, I, R)** • Carrying out teacher performance management, including setting and reviewing objectives and giving constructive feedback **(A, I)** • Planning and leading CPD for colleagues **(A, I)** • Mentoring or coaching trainee or early career teachers **(A, I)**	• Experience as an ECT mentor **(A, I)** • Experience as a senior leader **(A)** • Working in a school serving a diverse community, including many pupils learning English as an additional language **(A, I)** • Leading pupil progress meetings or whole-phase assessment processes **(A, I)**
Teaching, pedagogy and curriculum	• Consistently strong classroom practice that can be used as a model for colleagues **(T, R)** • Secure knowledge of evidence-informed pedagogy, including adaptive teaching, assessment for learning, feedback and metacognition, and how to apply it in primary classrooms **(A, I, T)** • Secure knowledge of the primary National Curriculum and of how a planned curriculum is implemented well in lessons **(A, I)** • Can evaluate the quality of teaching and curriculum implementation accurately from lesson visits, work, planning and pupil voice **(T, I)**	• Understanding of how to support subject leadership in evaluating implementation and impact **(I)**

Coaching and professional development	• Gives clear, specific, developmental feedback after observing teaching, and agrees next steps the teacher can act on **(T)** • Uses coaching, mentoring and modelling to improve teachers' practice, with examples of impact **(A, I)** • Can design CPD that links school priorities to changes in classroom practice, and evaluate whether it has worked **(A, I)** • Can build the confidence and expertise of teachers at different career stages **(I, R)**	• Knowledge of statutory ECT induction requirements and the Initial Teacher Training and Early Career Framework **(I)**
Assessment and pupil achievement	• Secure understanding of primary assessment across KS1 and KS2, including moderation and KS2 statutory assessment arrangements **(A, I)** • Can analyse attainment and progress data, including for pupil groups, and identify priorities and actions **(T)** • Can lead a professional dialogue about pupil progress that leads to clear, followed-up actions **(T, I)**	• Experience of using assessment to raise attainment for disadvantaged pupils and pupils with SEND **(A, I)**
Operational and phase leadership	• Manages day-to-day operational matters calmly, prioritises effectively and organises own workload **(T, R)** • Makes sound decisions independently within agreed responsibilities, and knows when and how to escalate **(T, I, R)** • Sets and maintains high professional expectations, follows actions through and addresses concerns promptly and fairly **(I, R)** • Handles parental concerns sensitively and resolves them where possible **(I, R)** • Leads effective meetings and communicates clearly in writing and in person **(A, I, T)**	
Inclusive practice	• Committed to an ambitious curriculum for every child, demonstrated through own practice and leadership **(A, I)** • Understands how adaptive teaching, assessment and classroom routines enable pupils with SEND, pupils learning EAL and disadvantaged pupils to succeed **(I, T)** • Works constructively with inclusion and SEND leaders, using specialist advice in the classroom **(I, R)** • Committed to equality of opportunity, and to recognising and challenging prejudice **(A, I)**	

Relationships and collaboration	• Builds trusting, respectful professional relationships quickly, with staff, pupils and families **(I, R)** • Gets to know pupils and families well, including families from diverse communities and those who find it harder to engage with school, and uses this knowledge to support children **(I, R)** • Balances high expectations with constructive challenge and support, maintaining colleagues' trust **(I, T, R)** • Reflects on own practice, seeks feedback and acts on it **(I, R)** • Works collaboratively as part of a senior team and supports collective decisions **(I, R)** • Remains calm and professional under pressure, and manages difficult conversations with tact **(I, R)** • Commitment to Halley's values: ambition, creativity, respect, health, resilience and confidence **(A, I)**	
Safeguarding	• Secure, up-to-date knowledge of Keeping Children Safe in Education and Working Together to Safeguard Children **(I)** • Recognises safeguarding concerns and responds appropriately, including recording and escalation **(I, T)** • Ready and willing to undertake the DDSL role, understanding its responsibilities, including acting promptly on safeguarding concerns **(A, I)** • Understands safer working practice and the importance of professional boundaries **(I, R)** • Suitable to work with children, with satisfactory pre-employment checks including an enhanced DBS check with children's barred list	