



ACE Assistant Headteacher

Job Description

Post title:	Assistant Headteacher
School:	Collaton St Mary C of E Primary School
Salary:	Leadership Scale L1 – L3
Line Manager:	Headteacher

1. Role purpose

The Assistant Headteacher will provide high-impact leadership that secures excellent outcomes for pupils, strengthens culture and character, and improves teaching and learning through reflective practice and purposeful collaboration. The postholder will play a key role in delivering the Trust's vision of **Empowering Excellence**, ensuring that standards, inclusion, safeguarding culture, and staff development are consistently strong across the school.

2. Key accountabilities and responsibilities

A. Strategic leadership and school improvement

- Contribute to the strategic direction of the school and Trust priorities through the School Improvement Plan.
- Lead, implement, and evaluate priority improvement strands so that actions translate into measurable impact.
- Use evidence and data (achievement, attendance, behaviour, safeguarding, quality of education) to identify strengths, diagnose barriers, and drive improvement.
- Prepare and contribute to self-evaluation and inspection readiness, ensuring evaluation is honest, evidence-based, and focused on impact.

B. Quality of education, curriculum, and outcomes

- Support (and where appropriate lead) curriculum implementation, ensuring coherent sequencing, strong pedagogy, and adaptation for all learners.
- Ensure assessment is used well to inform teaching, identify gaps, and secure sustained progress.
- Lead and model high-quality teaching, including planning, delivery, and responsive instruction.
- Monitor and evaluate teaching and learning through proportionate quality assurance activity, followed by actionable feedback and support.
- Champion effective approaches to reading, language development, and closing gaps (adapt wording for phase).

C. Teaching commitment

- Carry out an agreed teaching commitment, modelling excellent classroom practice.
- Maintain high expectations of behaviour, engagement, and learning habits.
- Use assessment and feedback effectively to support progress for all groups.

D. Inclusion, SEND, and disadvantaged pupils

- Promote an inclusive culture where pupils are known well and barriers to learning are identified early.
- Ensure strategies for pupils with SEND and/or disadvantage are implemented consistently and evaluated for impact.
- Support staff to adapt teaching effectively, using evidence-informed approaches.

E. Culture, behaviour, attendance, and character

- Strengthen a calm, purposeful learning environment with clear routines and consistent expectations.
- Lead or support behaviour systems, pastoral structures, and attendance improvement strategies.
- Promote personal development, character, and opportunities that help pupils achieve, belong, and thrive.

F. Safeguarding and wellbeing

- Promote a strong safeguarding culture and ensure systems are implemented with fidelity.
- Act as a safeguarding leader in line with the school's safeguarding structure
- Ensure pupils' wellbeing is central to decision-making, with timely support and effective partnership working.

G. Staff development and people leadership

- Coach and develop staff through instruction, modelling, feedback, and supportive accountability.
- Contribute to performance management and professional growth pathways for teachers and support staff.
- Support ECT development and mentoring, ensuring high-quality induction and coaching.
- Build leadership capacity across the school by developing middle leaders and aspiring leaders.

H. Partnerships, parents, and Trust collaboration

- Develop strong relationships with families and external agencies to improve outcomes and remove barriers.
- Contribute to Trust-wide collaboration, sharing effective practice and participating in network activity.
- Represent the school professionally at meetings, events, and Trust forums.

I. Operational and organisational leadership

- Support effective deployment of staff and resources to maximise impact.
- Ensure policies are implemented consistently and reviewed when needed.
- Contribute to timetabling, staffing, and operational planning (as agreed with the Headteacher).

J. Professional responsibilities

- Uphold the Teachers' Standards and demonstrate professional integrity at all times.
- Promote equality, diversity, and inclusion in all aspects of the role.
- Undertake other responsibilities reasonably requested by the Headteacher, appropriate to the grade and role.



Person specification Assistant Headteacher

Essential qualifications

- Qualified Teacher Status (QTS).
- Evidence of continuing professional development relevant to leadership and school improvement.

Desirable qualifications

- NPQSL, NPQH, NPQML, or equivalent leadership development.
- Safeguarding training and experience as a safeguarding leader (if applicable).

Essential experience

- Successful teaching experience with evidence of strong pupil progress.
- Evidence of leading improvement
- Experience of coaching or developing others to improve practice.
- Experience of using data and evidence to identify priorities and evaluate impact.

Desirable experience

- Whole-school responsibility with demonstrable impact over time.
- Experience of contributing to self-evaluation and inspection readiness activity.
- Experience of leading change, implementing systems, and embedding routines.

Essential knowledge and skills

- Strong understanding of effective pedagogy and curriculum implementation.
- Ability to communicate a clear vision and secure consistency in practice.
- Strong organisational skills and the ability to prioritise under pressure.
- Ability to build positive relationships with pupils, staff, parents, and partners.
- Commitment to inclusion, equity, safeguarding culture, and high expectations.

Desirable knowledge and skills

- Understanding of character education

Personal qualities aligned to ACE values

- Reflective, evidence-informed, and open to feedback.
- Collaborative and committed to shared success across the Trust.
- Innovative, solution-focused, and resilient in the face of challenge.
- Sets and sustains high standards, modelling professionalism and integrity.
- Driven by moral purpose and the belief that every child can flourish