



Assistant Headteacher (AHT) - Job description

April 2025 L10 to L14

AHTs work under the direction of the Executive Headteacher and are line managed by members of Core Leadership. AHTs each have a specific brief linked to key areas of responsibility and development but play a full role in the overall leadership of the school. Whatever their brief, AHTs are expected to work collaboratively to ensure that the leadership, management and administration of the school and its functions are effective.

The particular area that any AHT focuses on is not necessarily fixed and may be changed at the discretion of the Executive Headteacher as the developmental priorities of the school changes. This means that AHTs need to maintain a broad view across the organisation and recognise that, first and foremost they need to be effective leaders of people who must be able to form effective relationships and networks, engage colleagues and be able to lead, drive and manage improvement programmes to deliver the highest standards and outcomes.

AHTs should consistently seek ways to improve outcomes and standards, model the highest standards of professional conduct, promote the values and cultural ethos of the organisation and always act in the best interests of our school and the staff, children, families and community that we serve.

The purpose of the AHT is to:

- **Operate as a member of the Senior Leadership Team (SLT)** in delivering the strategic intentions of the school
- Provide strategic leadership of the **development and implementation** of policy and practice that has a demonstrable impact on driving up standards and quality of outcomes across the organisation.
- Lead on **quality assurance and accountability** so that standards of practice, processes, systems and structures are routinely monitored, evaluated and improved
- Promote and **secure excellence, consistency and compliance** across the organisation by holding themselves and colleagues to account.
- Provide and facilitate appropriate universal and targeted **training, support and development** so that staff are able to consistently deliver the highest standards of practice within their role
- **Monitor and critically evaluate** the impact and effectiveness of plans, strategies, initiatives and actions so that they can be changed, improved, refined and modified to deliver the maximum impact on standards and outcomes.

Overall leadership responsibilities

Work in close **collaborative partnership** with leaders and colleagues across the organisation to

- deliver a **solution focused and positive approach to strategic leadership**, problem solving and operational management
- promote a **relentless drive to improve standards** across the areas of leadership within this post and across the school as a whole
- take responsibility for the **line management of other staff** as directed by the Executive Headteacher
- **Promote, develop and role model** the school's culture, values and behaviours
- **promote a shared, collaborative culture** and approach across the school in raising standards of teaching, learning, attendance, behaviour, engagement, attainment, progress and achievement of all, especially for hard to reach students and those who are disadvantaged
- actively engage in the **day to day running of the school and the life of the school beyond the working day** including attending meetings, after school events, being a point of contact for parents, doing and helping to manage duties, assisting and supporting in managing behavior
- support the **health, safety and wellbeing** of all and promote a strong culture of **welfare and safeguarding** at HCCS

Experience, skills and qualifications:

- Proven experience in a leadership and teaching role with demonstrable impact on standards and quality of outcomes
- Secure understanding of the challenges faced by students and how schools can remove these barriers to learning, attending and belonging so that children thrive and achieve excellent outcomes
- Strong data analysis skills, with the ability to track, monitor, and evaluate information regarding progress and attainment, behaviour, attendance, whole school metrics etc
- Understand the school's position locally and nationally using benchmark and comparative data
- Ability to design and lead effective interventions aimed at improving standards and outcomes
- Excellent communication skills, with the ability to work effectively with staff, students, parents, and external agencies.
- A commitment to ensuring all children, regardless of background, have equal access to opportunities and success.
- Experience of delivering training, CPD and staff development programmes focused on the highest standards of teaching practice

Person Specification	
<p>Qualifications and experience</p> <p>Essential</p> <ul style="list-style-type: none"> • Qualified teacher status • Significant evidence of recent successful leadership experience including managing and supporting staff • Evidence of positive and sustained impact on student outcomes both in their own teaching and at whole school level • Deliver training and professional development relevant to the role • Experience of significant and sustained change management • Evidence of raising attainment and improving standards • Rigorous and robust experience of monitoring and evaluation • Experience of building co-constructive relationships <p>Desirable</p> <ul style="list-style-type: none"> • Leadership qualification • Experience of developing links and relationships outside of the organisation • Understanding of the principles and practice of ethical and servant leadership <p>Detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> • High quality classroom practice and behaviour management • Professional standards and accountability measures • Understanding, analysis and evaluation of performance indicators including academic and non academic data 	<p>Personal characteristics</p> <ul style="list-style-type: none"> • A passion for education that secures the best outcomes and standards • High levels of personal and professional integrity • Strong positive presence, reliable, visible, trusted • Determined, resilient and tenacious, calm and resilient under pressure • Outstanding listener, fair, open, honest, approachable and empathetic • Outstanding role model: Positive and enthusiastic attitude, enthusiastic and engaging • Excellent interpersonal and communication skills. • Solution focused, creative, evaluative • Practices confidentiality and discretion • Ability to work both independently and collaboratively <p>Ability to:</p> <ul style="list-style-type: none"> • Inspire others and empower them to lead with a sense of ownership and accountability and bring out the best in all • Encourage innovation and creativity • Build leadership capacity in others and forge effective working relationships • Hold themselves and others to account via challenging but supportive interaction • Challenge underperformance in all forms across the staff teams • Meaningfully engage with students, staff, families etc who display challenging behaviours • Recognise pressure points and respond appropriately including offering and seeking support managing significant workload positively
<p>Commitment to:</p> <ul style="list-style-type: none"> • Uphold, promote and embrace the school's vision, mission and values through their actions, behaviours and communication <ul style="list-style-type: none"> ◦ Learning, Belonging, Pride, Ambition • The principles and practice of servant leadership <ul style="list-style-type: none"> ◦ Listening, Empathy, Awareness, Persuasion, Forward thinking, Stewardship, Commitment to the growth of people, Building Community, Creating a sense of belonging, teamwork, and collaboration, Building trust and productivity, Accountability, Ownership • Act in all times in accordance with the principles of public life: <ul style="list-style-type: none"> ◦ Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership • Ongoing professional learning and career development across the organisation • Safeguard the assets, financial integrity and reputation of the school • Maintain confidentiality and trust at all times • Ensure and secure equality, diversity and inclusion across the organisation 	

The AHT will undertake any other reasonable tasks or duties assigned by the Executive Headteacher. In addition, the AHT also has all the responsibilities of any teacher at Holmes Chapel Comprehensive School and Sixth Form College. Specific priorities in each year will be defined by the Executive Headteacher with the postholder in line with the School's Development Plans.

Nigel Bielby - Executive Headteacher
March 2025