

Hadrian Learning Trust – Job Description and Person Specification

Post title:	Assistant Headteacher (Pupil Learning and Achievement)	Director/Service/ Sector:	Hexham Middle School
Pay range:	Leadership Range 6-10	Workplace:	HMS and QEHS (Part of HLT)
Responsible to:	Head of School (HMS)	Date:	March 2025
Job description Ref:	HLT AHT		
Responsible for:			
To provide professional, strategic and dynamic leadership to support successful outcomes for all pupils.			
Contact with young people: This role requires regular, ongoing and unsupervised contact with young people. This contact is direct and could potentially be on both a 1:1 and group basis within the workplace. The degree of responsibility for young people is outlined below in the role and responsibilities area of the document.			
Job purpose: The Assistant Headteacher will play a key strategic role in leading and managing at Hexham Middle School. The Assistant Headteacher will contribute to the strategic direction, school improvement planning, ethos and whole school values ensuring that our ambitious and pupil-centred approach is delivered.			
Resources	Staff	Direction of teaching and support staff including Curriculum/Subject Leaders and Academic Support staff and library staff	
	Finance	Allocated budgets including assessment and intervention; orders and invoices; petty cash	
	Physical	Office equipment; accuracy and security of databases	
	Clients	Internal (teachers, support staff, pupils) and external (parents/carers, visitors, members of the public, external agencies).	
Roles and Responsibilities:			
To be accountable for the educational progress of learners in designated class groups by effective teaching and learning. Support the work of the school as follows:			
Strategic Leadership	<ul style="list-style-type: none"> Monitoring progress towards the school's improvement priorities and evaluating the impact of initiatives. Ensuring that pupils achieve well, and this is reflected in outcomes at KS2 and KS3. Ensuring readiness of learners for the next stage of education. Ensuring rigorous and well-planned assessment and reporting processes. Guaranteeing that the data gathered and analysed leads to improved outcomes and has sustained impact for pupils. Leading the academic support of all pupils, including intervention programmes and catch-up support and tuition. Ensuring that pupils achieve well in Key Stage 2 and progress successfully into Key Stage 3, with a particular focus on English and maths achievement. Raising the achievement of disadvantaged and other vulnerable pupils at Key Stage 2 and 3. Ensuring that the reading curriculum is well implemented, and that reading/literacy skills are developed across the curriculum. Leadership of the school's library provision including librarian. 		

	<ul style="list-style-type: none"> • Providing regular reports and action planning to the wider senior leadership team and trustees.
<p>Operational Management</p>	<ul style="list-style-type: none"> • Support the day to day running of the school. • Supporting the leadership of quality of education reviews and developing practice of colleagues through well-planned professional development. • Design and implementation of the school’s reading and literacy strategies and coordinating these areas across the school’s curriculum. • Planning and implementing the school’s assessment calendar (internal and external). • Overseeing the monitoring and analysis of academic outcomes including centralised and subject data trackers. • Ensuring that each subject has a well-planned assessment approach which is woven throughout the curriculum planning. • Holding SLT link meetings with Curriculum/Subject Leaders to monitor the achievement of pupils across the curriculum and acting to realise the ambition of the School Development Plan. • Setting and promoting pupil achievement targets across years 5-8, and monitoring progress in relation to these, overseeing actions to address concerns, including those implemented within departments and those centrally managed. • Coordination of Raising Achievement meetings with Heads of Key Stage, SEND and teaching teams to ensure half-termly reviews of pupil achievement with close links to pastoral so that staff have a holistic overview. • Joint leadership of Curriculum/Subject Leader meetings. • Close monitoring and design of the school’s academic support programme. • Overseeing communications with parents re progress, including parents’ evenings and reporting. • Overseeing public and pre-public examinations processes including SATs.
<p>Management of resources and finance</p>	<p>Senior leaders are responsible for allocated budgets and the oversight of the resources within their roles and responsibilities:</p> <ul style="list-style-type: none"> • Manage the allocated capitation. • Use the allocated capitation to purchase resources for their allocated areas of responsibility. • Be responsible for the allocation of rooming and ensuring that issues relating to maintenance and resourcing are passed on to the appropriate staff. <p>This job description should be read (and followed) in conjunction with Section 52 of the school teachers’ pay and conditions document 2014 (available from the DfE). You may also be assigned other tasks, deemed appropriate by the Head of School or Executive Headteacher.</p>
<p>Safeguarding</p>	<ul style="list-style-type: none"> • Promote the safety and wellbeing of all pupils at all times (in line with school safeguarding policies and training). • Ensure that all health and safety procedures and guidance applicable to your subject and/or classes are followed.

	The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or wellbeing of any child or young person.	
Work Arrangements		
Transport requirements: Working patterns: Working conditions:	Required to use own transport to travel within and out-with the County Monday to Friday Normally indoors; there may be occasions where you would be required to work at another school within the trust.	
PERSON SPECIFICATION		
Essential	Desirable	Assess by
Qualifications		
<ul style="list-style-type: none"> • A DfE recognised teaching qualification. • Qualified Teacher Status. • BA/BSc in your subject area (incl. primary education or related courses). 	<ul style="list-style-type: none"> • National Professional Qualification (or working towards securing a qualification). 	A R
Experience		
<ul style="list-style-type: none"> • Recent experience of a middle or senior leadership role and evidence of impact. • Recent experience of leading a team of staff including teaching and support staff. • Experience of delivering professional learning opportunities for teaching and support staff. • Proven track record of very effective teaching and impact across more than one key stage. • Evidence of continuing and recent professional development. • Proven track record of raising achievement across multiple year groups. • Excellent classroom practitioner. • Experience of setting high expectations and being ambitious for all staff and pupils, modelling excellent practice and behaviors and challenging performance concerns. • Able to design and teach effective lessons and learning activities across relevant curricula, age and ability ranges including personalising learning to meet the needs of individual pupils. 	<ul style="list-style-type: none"> • Experience of coordinating and administering SATs (End of KS2 assessments). • Experience of monitoring and evaluation, including self-evaluation to develop practice and raise standards. 	A I R
Knowledge		
<ul style="list-style-type: none"> • Knowledge of the End of KS2 assessment requirements including external and teacher assessments. • Ability to analyse achievement data to target resources and improvement plan. 	<ul style="list-style-type: none"> • Understanding of KS2 performance measures. • Knowledge of the middle school (three tier) system. 	A I R



<ul style="list-style-type: none"> • Up to date understanding of effective curriculum design and assessment approaches. • Knowledge of research and developments in teaching, learning and assessment. • Knowledge of raising achievement strategies and evidence of impactful practice. • Up to date subject knowledge and understanding of both the Key Stage 2 and 3 curricula. • Ability to review and adapt strategies to ensure the best outcomes for all learners. • Continually able to focus on seeking improvements to ensure that the educational provision is the best it can be. • Willing and able to teach in both Key Stage 2 and 3 (Years 5 to 8). • Understanding of the current legislation, policies and guidance on the safeguarding of learners and promotion of pupil wellbeing. 	<ul style="list-style-type: none"> • Knowledge of wider educational research and developments. 	
Leading People		
<ul style="list-style-type: none"> • Able to motivate, challenge and inspire pupils and colleagues with a proven track record of impact. • Able to build trust with professional partners and stakeholders. • Able to provide professional advice, coaching and mentoring. • Able to set and monitor targets for maintaining high academic standards. • Able to communicate effectively with pupils, parents/carers, colleagues and professionals to build strong working relationships and trust. 	<ul style="list-style-type: none"> • Able to address performance concerns and provide strategic support/challenge to address them. • Experience of leading a diverse range of colleagues across the school. 	A I R
Personal Attributes		
<ul style="list-style-type: none"> • Positive, organised and ambitious for the success of children and young people. • Excellent written communication, including being able to present complex information clearly and concisely. • Excellent oral communication and presentation skills. • A reflective practitioner who can adapt 	<ul style="list-style-type: none"> • Skills and interests which would contribute to the wider curriculum offer and educational experience at the school. 	A I R

<p>practice.</p> <ul style="list-style-type: none"> • Strategic problem solver who works with flexibility and diligence. • Ability to show positive, enthusiasm and energy even in challenging circumstances. • Outstanding role model of values for children and colleagues. • Ability to respond to change. • Ability to think clearly, calmly and to complete tasks successfully with an ability to meet deadlines and determine priorities. • Willing to be involved in the whole life of the school. 		
Other		
<ul style="list-style-type: none"> • Compliance with all teacher and professional standards. • Promote equality of opportunity, participation, diversity and responsibility. • No adverse enhanced disclosures of criminal convictions. • Satisfactory completion of all pre-employment checks. 		A I R

Key to assessment methods; (A) application form, (I) interview process, (R) references, (T) ability tests (Q) personality questionnaire (G) assessed group work, (P) presentation, (O) others e.g. case studies/visits.

Please note that Recruitment and Selection records will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions.