

Job description and person specification

Assistant Headteacher - Teaching & Learning

Ian Mikardo High School



Job Description

Job title	Assistant Headteacher for Teaching & Learning
School/Service	Ian Mikardo High School
Department/Team	Teaching
Reporting to	Headteacher
Responsible for	Teaching Staff, Teaching Support Staff, Administrative and Support Staff
Contract type	Permanent
Term	Full time (Not suitable for job share)
Grade	Leadership Scale L5 – L6
Location	60 William Guy Gardens, Talwin Street, London E3 3LF

About the School

Ian Mikardo High School is a highly specialist provision dedicated to transforming the lives of young people with complex social, emotional, and mental health needs. We are a unique and innovative learning environment, committed to providing a holistic, therapeutic, and academically engaging experiences for our students and their families.

Our ethos is built on nurturing individual potential, fostering resilience, and equipping our students with the skills and confidence to succeed in school and family life, their communities, the world of work and beyond. We are a small school catering for Year 7 to Post 16 students, and building strong relationships with students and wider families is key to our success. We pride ourselves on our highly dedicated staff team, strong community links, and a relentless focus on positive outcomes for every student. The school is a centre of excellence for educating vulnerable young people and we are proud that all students are involved in all aspects of our broad, balanced, and stimulating curriculum, personalised to meet individual needs.

Purpose of the Role

Ian Mikardo High School is looking for a passionate and inspiring Assistant Head Teacher to lead Teaching and Learning across the whole school. In this vital leadership role, you will work closely with our Senior Leadership Team to continually enhance the quality of teaching and learning, ensuring high standards and helping every student reach their full potential.

The successful candidate will champion the development and implementation of exciting strategies to boost literacy across all subjects and cultivate a deep love of reading among all our students. This role calls for a dynamic and experienced leader who is truly passionate about creating a welcoming and inclusive learning environment where every single learner feels cared for, valued, and respected.

Duties and responsibilities

Duties and responsibilities of the post may change over time as requirements and circumstances change. The person in the post may also be required to carry out such other duties as may be necessary from time to time.

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document as relevant to the post holder's title and salary point. The post is otherwise subject to the conditions of service for school teachers in England and Wales and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment, copies of which are available on request.

Leading Learning and Growth

- Work hand-in-hand with the Senior Leadership Team to improve the quality of teaching and learning throughout the school. Help develop and implement high standards for how we teach and how students learn.
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Shaping our Curriculum

- Support the development and implementation of our school curriculum model, contributing to planning and staff training.
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Nurturing Readers and Writers

Be the driving force behind improving literacy across the whole school. This involves:

- Leading exciting initiatives to make reading a joyful experience in all key stages and subjects.
 - Creating and embedding practical strategies for literacy that span across all areas of learning.
 - Supporting and training our teachers to confidently use these literacy strategies in their classrooms.
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Supporting our Teachers

- Provide strong leadership, thoughtful guidance, and practical support to our teaching staff.
 - Helping them deliver engaging lessons using a variety of teaching approaches that suit different learning styles and meet the diverse needs of our students.
 - Support teachers' ongoing professional growth and help them refine their teaching skills.
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Ensuring Quality

- Effectively track and monitor student progress to demonstrate improvements to student learning experience and ensure effective teaching and learning is being implemented.
 - Adjust teaching methods where needed to meet individual student needs.
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Bringing English to Life

- Teach English to students from Key Stage 3 to Key Stage 4, providing fantastic teaching and learning in a caring and inclusive environment. This includes teaching grammar and how words work, building vocabulary, and exploring the beauty of literature.
 - Help students develop their verbal skills, including reading aloud, engaging in discussions, and debating ideas.
 - Foster strong writing skills and encourage the development of critical thinking.
 - Plan and prepare lessons that align with our core goals and curriculum.
 - Prepare helpful teaching aids and extra materials that support learning objectives and student needs.
 - Choose and order appropriate books and school supplies.
 - Deliver lessons using a range of varied teaching methods that are suitable for students' academic levels and diverse needs.
 - Make the best use of technology in the classroom to support learning.
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Creating a Positive Classroom

- Foster a safe and adaptable classroom where students feel comfortable to learn their best.
 - Help students learn to work independently and collaborate effectively in groups.
 - Set and maintain clear expectations for student behaviour that align with school policies and support a great learning environment.
 - Encourage students to be responsible, cooperative, tolerant, and respectful of one another. Oversee appropriate student behaviour in extra-curricular activities.
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Assessing and Communicating Progress

- Prepare and implement assessment strategies that are linked to curriculum outcomes and reflect student learning priorities.
- Ensure that assessments and assignments are accurately marked and feedback is provided for students.
- Stay up-to-date with standardised/statutory assessment priorities and ensure students have access to and are prepared achieve their best across a range of assessments including Entry Level, GCSE & Functional Skills examinations.
- Ensure that parents, carers and guardians are informed about students' academic progress and any social or behavioural matters.
- Participate with and arrange parent/teacher meetings to discuss student progress.
- Maintain accurate and complete student records, including attendance, grades, assessments, and test scores, as required by school policies, practice and procedures.

Teamwork and Collaboration

- Build positive working relationships with students, teachers, administrators, and other colleagues who support our students' development and well-being.
- Participate in staff meetings and CPD training sessions.

Leading our Team

- Experience in successfully leading a team is essential. This role requires leadership experience across the entire school.
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Confidentiality

This will involve treating all information acquired through employment, both formally and informally, in confidence.

There are strict rules and protocols defining employee access to and use of the Trust's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities and Diversity

The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and to teams.

As a member of the team to take individual and collective professional responsibility for championing the Trust's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

Health and Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should cooperate with management, follow established systems of work, use protective equipment where necessary and report defects and hazards to management.

Other Considerations

Whilst there are some pupils with an EHCP in mainstream schools, the environment in a special school is far more intense and continuously presents a variety of challenging situations for staff at all levels.

Person Specification

	Essential/ Desirable	How assessed*
QUALIFICATIONS		
Qualified Teacher Status (QTS)	E	AF/Cert
NPQH. An additional special qualification in SEND	D	AF/Cert
Evidence of relevant professional development at senior leadership level	E	AF
Evidence of recent relevant professional development and training, including safeguarding and financial management	E	AF
Commitment to further develop your own professional knowledge and skills	E	AF
KNOWLEDGE AND UNDERSTANDING (UP TO DATE/ CURRENT)		
An understanding of the role of extended Academy activities and the role they play in the community.	D	AF/IV
Knowledge and understanding of local and national trends and requirements in special education.	E	AF/IV
Secure knowledge and understanding of safeguarding procedures.	E	AF/IV
Knowledge and understanding of legal issues, including equal opportunities.	E	AF/IV
Knowledge and understanding of students with a wide range of moderate and complex educational needs.	E	AF/IV
Clear understanding of the role of self-evaluation in the continuous improvement of the academy.	E	AF/IV

EXPERIENCE (UP TO DATE/ CURRENT)

Experience of managing transitions to the next setting.	D	AF/IV
Experience of being the Designated Lead for Safeguarding or the Deputy Designated Lead for Safeguarding. Has undertaken the role of Designated Teacher for Looked After and Post Order Children.	D	AF/IV
Successful experience of working with a diverse community.	D	AF/IV
Experience managing an extended Academy curriculum	D	AF/IV
Substantial experience of successful leadership at Assistant Head level in a SEND environment demonstrating leadership across the whole school	E	AF/IV
A strong grasp of classroom management and behaviour for learning strategies	E	AF/IV
Excellent knowledge of subject matter, including curriculum and assessment specific to English	E	AF/IV
Experience of collaborative working with vulnerable families and multi-agency teams to support students and their families.	E	AF/IV
The ability and willingness to be flexible and respond effectively to complex and changing needs	E	AF/IV/R
Understanding of financial planning, budgetary management and principles of best value.	E	AF/IV
Proven record of innovative curriculum design that reflects the needs of the students.	E	AF/IV/R
Experience of managing and leading a wide range of staff.	E	AF/IV
Experience as a lead for Appraisal.	E	AF/IV
Experience of planning, and evaluating an academy Development Plan.	E	AF/IV

Experience of using a range of tools and evidence, including learner performance data, to support, monitor, evaluate and raise standards in all aspects of provision.	E	AF/IV
Experience of working successfully with governors, parents, Local Authority and other partners.	E	AF/IV
Proven experience in developing and improving school policies, procedures and practices.	E	AF/IV
Knowledge and experience of the common inspection framework in a leadership and management role. (Ofsted)	E	AF/IV

SKILLS

To develop and communicate a clear vision so that others are inspired to embrace it.	E	AF/IV/R
Able to provide effective and inspirational leadership that inspires confidence and motivates staff, parents and students.	E	AF/IV/R
Able to prioritise and organise the demands of being an Assistant Headteacher and being able to delegate effectively.	E	AF/IV
Experience of leading and managing a wide range of staff.	E	AF/IV
Demonstrate excellent interpersonal skills, both written and oral.	E	AF/IV/R
Evidence of strong planning and organisational skills	E	AF/IV/R
Comfortable and competent in using technology to support Teaching and Learning	E	AF/IV/R
Creative, innovative and adaptable approach to developing strategies for engaging students with learning and education.	D	AF/IV/R
Commitment to working collaboratively with colleagues across a range of disciplines	D	AF/IV
Ability to monitor, manage and analyse a variety of data, including qualitative and quantitative measures	D	AF/IV

Evidence of working in often stressful and challenging environments/situations	D	AF/IV
Maintenance of relevant knowledge and skill related to the teaching of English and Literacy in Secondary education.	D	AF/IV

PERSONAL AND PROFESSIONAL QUALITIES

Exceptional role model with the highest standards of integrity, who is approachable and demonstrates a strong and collaborative leadership style.	E	AF/IV/R
Dynamic and reflective leadership qualities that ensure the continual drive towards excellence for all students.	E	AF/IV
Ability to make difficult decisions based on putting the students first.	E	AF/IV
Ability to manage change and work under pressure	E	AF/IV
Willingness to ask for advice and support where necessary.	E	AF/IV
Able to maintain a high standard of professional conduct	E	AF/IV
Demonstrable evidence of initiative and pro-active approach	E	AF/IV
A commitment to safeguarding and promoting the welfare of children and young people.		

OTHER

Enhanced DBS Check.	E	CERT
Willingness to undertake Physical Intervention and to access relevant training in this area is mandatory for all staff	E	AF/IV
Above average exposure to pupils who are traumatised and disadvantaged which result in them displaying difficult and demanding behavioural problems, will require the post holder	E	AF/IV

to cope with above average levels of emotional stress.

Schools and Colleges that have pupils with behavioural difficulties mean that the post holder can be at risk of physical injury and needs to remain vigilant and observe risk assessment protocols.

E

AF/IV

Close contact with pupils may result in some exposure to bodily fluids. May require Hepatitis B vaccination.

AF/IV

***Key to how skills are assessed:**

AF = Skill assessed via application form.

IV = Skill assessed via interview.

AT = Skill assessed via test/work-related task.

Cert = Certificate checked at interview.

R = Reference.

This job description may be amended at any time in consultation with the postholder.