Assistant Headteacher Teaching, Learning and Curriculum Education

Job Title *Assistant Headteacher Teaching, Learning and Curriculum*
Responsible to *Headteacher*

At Outcomes First Schools, we are ambitious for every student and committed to the highest standards in everything we do. We continuously evaluate and improve our practice, drawing on evidence, expertise and experience to ensure we deliver the best possible outcomes. We take responsibility for the quality and impact of our work, understanding that every decision has the power to shape the lives of students, families, colleagues and communities. By taking the time to listen, understand and make informed decisions, we create positive learning environments where students can thrive, achieve their potential and build successful futures.

JOB PURPOSE

The Assistant Headteacher leads the school's curriculum, teaching, assessment and pupil progress so that every pupil learns well and achieves highly. The postholder works alongside the Deputy Headteacher to lead Section 2 of the ISI inspection framework: Quality of education, training and recreation, and ensures the school consistently meets the relevant Independent School Standards (Part 1, paragraphs 2–4).
The role combines strategic leadership with day-to-day quality assurance. The postholder makes sure leaders know the quality of education accurately, act on what they find, and can show the impact on pupils' learning.

KEY TASK AREAS & RESPONSIBILITIES

Responsibilities are grouped by the strands ISI inspectors evaluate under Section 2.

Curriculum (ISS paragraph 2)

- Alongside the wider SLT, Lead the design, review and implementation of a broad, balanced, well-sequenced curriculum that reflects the school's aims and ethos.
- Ensure written curriculum policy, plans and schemes of work are in place, up to date and implemented consistently.
- Ensure all pupils experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Make sure the curriculum is adapted so pupils of all abilities and needs, including the most able, can access and progress through it.
- Oversee the timetable and option choices so curriculum intent is delivered in practice.

Teaching (ISS paragraph 3)

- Set and uphold clear, shared expectations for high-quality teaching across the school.
- Co-lead a programme of lesson visits, learning walks, work scrutiny and pupil voice that gives an accurate picture of teaching quality.
- Ensure teaching uses secure subject knowledge, effective planning, well-judged use of time and resources, and strategies that meet pupils' differing needs.

- Ensure teaching promotes pupils' independence, interest in learning and the development of good behaviour for learning.
- Contribute to the professional development programme for teaching and learning, linked to appraisal and school priorities.
- Support colleagues whose practice needs development, with clear plans and follow-up.
- Act as an Induction Tutor for ECTs and Lead Mentor for trainee teachers

Assessment, progress and attainment (ISS paragraph 4)

- Co-lead a coherent, manageable assessment framework that informs planning and shows what pupils know and can do.
- Oversee the collection, analysis and use of attainment and progress data, including public examination results and value-added measures.
- Ensure feedback to pupils is timely and helps them improve.
- Identify pupils or groups who are not making expected progress and make sure timely interventions are put in place and reviewed.
- Ensure reports to parents are accurate, regular and informative
- Support all pupils have suitable support plans and make good progress from their starting points.
- Ensure teachers have the information and training they need to adapt teaching for these pupils.

Recreation and enrichment

- Support with the extracurricular programme so it extends pupils' learning, skills and interests.
- Monitor participation and the contribution enrichment makes to pupils' achievement.
- Contribute to the SMSC, British Values and overall school ethos, to ensure that the school is inclusive for all.

CONTRIBUTION TO THE WIDER ISI FRAMEWORK

Quality of education is inspected alongside four other sections. The postholder contributes to each as follows.

ISI section	Contribution of this role
1. Leadership and management, and governance	Contribute to self-evaluation and improvement planning for quality of education; report to the Head and governors; identify and mitigate risks to pupils' learning.
3. Pupils' physical and mental health and emotional wellbeing	Ensure workload, and assessment demands support wellbeing; work with AHT behaviour and attitudes and Head of Pastoral on pupils whose learning is affected by wellbeing concerns.
4. Pupils' social and economic education and contribution to society	Ensure the curriculum supports PSHE, RSE, careers guidance and preparation for the next stage of education or employment.

ISI section	Contribution of this role
5. Safeguarding	Uphold safeguarding in all aspects of the role, including online learning, trips and enrichment; act as a deputy DSL if required.

WHOLE-SCHOOL LEADERSHIP

- Play a full part in the Senior Leadership Team and contribute to strategic planning.
- Co-lead inspection readiness for Section 2, including briefing staff and presenting evidence to inspectors.
- Keep up to date with ISI guidance, the Independent School Standards and curriculum developments, and advise the Head accordingly.
- Take on a reduced timetable to a consistently high standard, modelling expected practice, if required.

MEASURES OF SUCCESS

The postholder will be judged successful when:

- The school fully meets all Section 2 requirements at inspection, with leaders able to explain clearly how they know.
- Self-evaluation of teaching and learning is accurate, evidence-based and matches what inspectors find.
- Pupils have made good progress from their starting points.
- Examination and assessment outcomes meet or exceed agreed targets.
- Curriculum documentation is current, coherent and consistently implemented across departments.
- Staff report that CPD improves their practice, and quality assurance shows sustained improvement.
- Participation in enrichment is high across all pupil groups.

GENERAL RESPONSIBILTIES

Safeguarding: The Wenlock School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The appointment is subject to an enhanced DBS check, satisfactory references and the pre-employment checks set out in *Keeping Children Safe in Education*.

Flexibility: This job description reflects the main duties of the post. It is not exhaustive and may be reviewed by the Headteacher in consultation with the postholder to reflect the changing needs of the school.

PERSON SPECIFICATION

Area	Essential	Desirable
Qualifications	Qualified Teacher Status or equivalent; degree	Master's in education or leadership; NPQSL or NPQH
Experience	Successful middle or senior leadership with whole-school impact on teaching and learning; outstanding classroom practice	Leadership through an ISI inspection under the 2023 framework; independent school experience; SEND leadership
Knowledge	Independent School Standards (Part 1) and ISI framework; curriculum design; assessment and data analysis; effective pedagogy and current research Knowledge of teacher training and ECT Framework	SEND Code of Practice; school MIS and data platforms
Skills	Accurate evaluation of teaching and learning; leading and developing staff; clear written and verbal communication; managing change; holding colleagues to account constructively	Coaching qualification or experience; leading CPD across a school
Personal qualities	Commitment to the school's aims and ethos; high expectations for all pupils; integrity, resilience and sound judgement; strong commitment to safeguarding	