

Assistant Head Teacher

Wider Responsibilities

Primary Leadership of English, Phonics and Oracy

Core Purpose

The Assistant Head Teacher will play a key role in the strategic leadership of the school, supporting the Head Teacher and Senior Leadership Team (SLT) to secure high-quality teaching, excellent outcomes for all pupils, and strong safeguarding practice. The wider area of responsibility is agreed individually with an AHT and can be changed under discussion.

The postholder will lead whole school English, Phonics and Oracy while contributing to the wider leadership of the school as a Designated Safeguarding Lead (DSL) and phase leader, with some class teaching responsibility.

1. Strategic Leadership

- Lead the strategic development, delivery and evaluation of **English, Phonics and Oracy** across the school, ensuring a high-quality, coherent and progressive curriculum that raises attainment for all learners.
- Contribute to the strategic direction of the school as a key member of the Senior Leadership Team (SLT), supporting the Head Teacher and Deputy Head Teacher in implementing the School Improvement Plan and whole-school priorities.
- Use performance data effectively to identify trends, address underachievement and secure consistently strong outcomes in reading, writing, phonics and spoken language.
- Promote and model a culture of high expectations, professional integrity and inclusive practice.

2. Curriculum & Teaching Excellence

- Lead, monitor and evaluate the teaching of **English, Phonics and Oracy**, ensuring consistency, high-quality delivery and fidelity to chosen instructional approaches.
- Develop, implement and quality-assure whole-school systems for the assessment of reading, writing and phonics, ensuring accurate and meaningful tracking.
- Support staff in planning and delivering high-quality teaching, providing coaching, mentoring and professional development that strengthens subject knowledge and pedagogy.
- Teach a class for part of the week (dependent upon the needs of the school) and model exemplary classroom practice consistent with school expectations.

3. Safeguarding (DSL Role)

- Act as a Designated Safeguarding Lead, working within statutory guidance (e.g., KCSIE) and school policies.
- Manage safeguarding concerns, referrals, and multiagency communication to ensure the safety and welfare of pupils.
- Maintain accurate, confidential, and timely safeguarding records.
- Support the safeguarding team and lead staff training and updates.
- Promote a culture of vigilance, ensuring all staff understand their safeguarding responsibilities.

4. Phase Leadership

- Lead and manage a designated phase (e.g., EYFS/KS1/KS2), overseeing curriculum, teaching, and pastoral support.
- Support teachers with planning, assessment, behaviour, and provision for SEND and vulnerable pupils.
- Monitor standards within the phase through regular review cycles and provide feedback that drives improvement.
- Support transition arrangements within and across phases.

5. Teaching Responsibilities

- Teach a class for part of the week (or as timetable or assessment requires), modelling outstanding classroom practice.
- Create an inclusive, engaging, and ambitious learning environment that meets the needs of all learners.
- Contribute to the wider life of the school, including assemblies, enrichment opportunities, and family engagement.

6. Professional Development and Conduct

- Demonstrate strong leadership behaviours, high expectations, and professional integrity.
- Engage in continual professional development aligned to school priorities.
- Support the development and performance management of staff, including ECTs and support staff where appropriate.
- Foster positive relationships with pupils, families, staff, governors, and external partners.

7. Inclusion, Pupil Support & Pastoral Care

- Promote inclusive practice, identifying and addressing barriers to learning for individuals and groups.

- Work closely with SENCo, pastoral teams and external professionals to support pupil wellbeing and positive engagement.
- Champion the needs of disadvantaged pupils and those with additional needs, ensuring equitable access to the curriculum.

8. Staff Development & Professional Learning

- Lead professional development across the school relating to English, Phonics and Oracy, ensuring staff are confident, knowledgeable and research-informed.
- Contribute to whole-school CPD design and delivery, modelling best practice and supporting colleagues at all career stages.
- Support ITT, ECTs and new staff through mentoring, induction and high-quality professional guidance.

9. Quality Assurance & School Improvement

- Lead internal monitoring cycles (e.g., learning walks, book looks, data reviews, pupil voice) for English, Phonics, Oracy and phase responsibilities.
- Prepare reports for SLT and Governors that evaluate practice, impact and next steps for improvement.
- Drive improvements in standards through evidence-based strategies, action planning and effective implementation.

10. Community, Partnerships & Communication

- Promote positive relationships with families, supporting them in understanding how to help their children with reading, phonics and communication skills.
- Represent the school at local authority or partnership meetings related to subject leadership, safeguarding or phase priorities.
- Celebrate pupils' achievements and promote the school's values and ethos within the wider community.

11. Additional Responsibilities

- Undertake any additional duties reasonably requested by the Head Teacher.
- Lead on projects or priorities aligned with school improvement needs.
- Represent the school in network meetings, moderation sessions, or local authority initiatives.