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**Assistant Headteacher – Behaviours & Attitudes**

**Job description and person specification**

**Main purpose**

The Assistant Headteacher, under the direction of the Headteacher, will take a role in:

* Formulating the aims and objectives of the school
* Establishing policies for achieving these aims and objectives Managing staff and resources to that end
* Monitoring progress towards the achievement of the school’s aims and objectives
* Overseeing whole school behaviour, attendance and exclusion data

The Assistant Headteacher will also have a timetabled teaching commitment of up to 50%, complying with the teachers’ standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated from the Headteacher.

**Duties and responsibilities**

Under the direction of the Headteacher and/or Head of Education:

* Support the Headteacher and Head of Education in the day-to-day management of the school
* Communicate the school’s vision compellingly and support the Headteacher’s strategic leadership
* Lead by example, focusing on providing excellent education and behavioural standards for all pupils
* Lead on particular whole-school strategies and policy areas including, but not restricted to:
* Build positive relationships with members of the school and wider community
* Keep up to date with developments in education
* Seek training and continuing professional development to meet own needs Provide regular CPD around whole school behavioural analysis
* Oversee extra-curricular activities and manage the staff rota during these unstructured times.
* Promoting Good Behaviour, Anti-Bullying, Exclusions and Attendance

**Managing staff**

Under the direction of the Headteacher and/or Head of Education:

* Assist with the selection and recruitment of new education and pastoral staff
* Performance manage middle leaders, including carrying out appraisals, providing professional development opportunities, and holding staff to account to their performance
* Create an ethos within which their direct reports are motivated and supported to develop their skills and knowledge
* Commit to their own professional development, proactively identifying development opportunities
* Lead on whole staff understanding and development of pastoral initiatives and expectations.

**Modelling best practice for staff**

* Demonstrate excellent performance against parts one and two of the teacher’s standards: teaching and personal and professional conduct
* Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others
* Demonstrate high quality pastoral care and behaviour management, coaching staff and offering further support and guidance post-events.

**Systems and processes**

Under the direction of the Headteacher and/or Head of Education:

* Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose
* Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
* Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
* Work with the governing board as appropriate
* Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
* Support distribution of leadership throughout the school
* Review and monitor the use of behaviour and attendance software, analysing data and providing reports to education staff, senior leaders and governors.

**Other responsibilities**

The Assistant Headteacher will be required to safeguard and promote the welfare of children and young people forming part of the safeguarding team and follow school policies and the staff code of conduct.

**Person Specification**

**E = Essential, D = Desirable, A = Application Form, I = Interview**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** |  | **E/D** | **ASSESSED** |
|  |  |  |  |
| • | Experience working in a challenging | E | A/I |
|  | educational environment |
|  |  |  |
| • | Successful experience of working with | E | A/I |
|  | students with social, emotional and |
|  |  |  |
|  | behavioural challenges |  |  |
| • | ICT literate | E | A |
|  |  |
| • | An ability to use data to understand target | D | A/I |
|  | setting and track student progress/apply |
|  |  |  |
|  | appropriate intervention |  |  |
| • | Excellent communication skills | E | A/I |
|  |  |
| • | Ability to plan, prioritise, delegate, organise | E | A/I/ |
| **Experience /** | self and others; manage, monitor, evaluate |
|  |  |
| **Knowledge** | and review own work and that of others |  |  |
|  |  |  |
| • | Ability to work on own initiative and in teams | E | A/I |
|  |  |
| • | Willingness to undertake and use where | E | A/I |
|  | appropriate Physical Intervention training |
|  |  |  |
| • | Knowledge of SEN and impact on behaviour | E | A |
|  |  |
| • | Experience of holding staff to account | E | A/I |
|  | resulting in improved performance |
|  |  |  |

* Experience of leading on Pastoral development within a setting

|  |  |
| --- | --- |
| D | A/I |
|  |  |

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| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | • | Knowledge and experience of strategies to | E | A/I |
|  |  | support students with social, emotional and |
|  |  |  |  |
|  |  | behavioural challenges and children with |  |  |
|  |  | autism |  |  |
|  | • | Ability to build strong professional | E | A/I |
|  |  | relationships with students |
|  |  |  |  |
| **Technical job** |  |  |  |  |
| **related skills** | • | Ability to analyse and evaluate data using a |  |  |
|  |  |  |
|  |  | variety of systems, and monitor impact of all | D | A/I |
|  |  | initiatives based on this data |  |  |
|  | • | Ability to consistently deliver high quality, |  |  |
|  |  | engaging lessons |  |  |
|  |  |  | E | A/I |
|  |  |  |  |  |
|  | • | Excellent attendance and punctuality | E | A |
|  |  |  |
|  |  | Enthusiasm, personal dynamism, | E | A/I |
|  |  | determination and stamina |
|  |  |  |  |
|  |  | Ability to keep calm and work effectively | E | A/I |
|  |  | under pressure |
|  |  |  |  |
| **Personal job related** |  | Integrity, tact, reliability, emotional | E | A/I |
| **skills** |  | resilience, self-confidence and personal |
|  |  |  |
|  |  | presence |  |  |
|  |  | Strong organisational skills |  |  |
|  |  |  | E | I |
|  |  | A commitment to professional standards, | E | I |
|  |  | quality and continuous improvement |
|  |  |  |  |
|  |  |  |  |  |
|  |  | QTS | E | A |
|  |  |  |
|  |  | Further study or qualifications related to SEN |  |  |
| **Educational** |  |  | D | A |
|  |  |  |  |
| **qualifications** |  | Evidence of relevant further, relevant | D | A/I |
|  |  | professional development |
|  |  |  |  |
|  |  |  |  |  |
|  |  | Willingness to be flexible with duties to | E | I |
|  |  | respond to the school needs |
| **Other requirements** |  |  |  |
|  | Commitment to inclusive education |  |  |
|  |  |  |
|  |  | A full driving licence and access to own |  |  |

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| --- | --- | --- | --- |
|  | vehicle | E | I |
|  | The ability and willingness to transport |  |  |
|  | students alone on occasion |  |  |
|  | Physical intervention skills and training | E | A |
|  | Commitment to quality and continuous |  |  |
|  | improvement | E | A/I |
|  | Commitment to professional standards |
|  | Willingness to participate in training |  |  |
|  | opportunities | D | I |
|  |  |
|  |  | E | I |
|  |  | E | I |
|  |  | E | I |
|  |  |  |  |

**This job profile is a guide to the work that you will be initially required to undertake. It may be altered from time to time to meet changing circumstances. All members of staff are expected to carry out any reasonable instruction given by the Principal or other such authorised person so as to allow for the effective running of the school. This Person Specification does not form part of your contract of employment.**