



Job Description

Assistant Headteacher: Whole School Community Wellbeing, Attendance, Parent Partnerships & Transitions

Main Purpose of the Role

To provide strategic and operational leadership for whole school community wellbeing, supporting trauma-informed practice, leading on attendance, parent partnerships, and transitions across the school's three sites. The postholder will ensure all practices align with the Independent Schools Inspectorate (ISI) framework and contribute to a safe, nurturing and relational school culture.

Key Responsibilities

- Lead the strategic development and implementation of whole school wellbeing, ensuring a trauma-informed and relational culture is embedded across all sites.
- Oversee the design, monitoring and evaluation of systems that support staff, pupil and community wellbeing.
- Provide leadership for whole school attendance, working with attendance team to analyse patterns, identify concerns and implement tailored interventions.
- Lead on building strong, trusting and proactive relationships with parents and carers, establishing effective communication systems and family engagement programmes.
- Oversee transitions into school, between key stages, and across all three sites, ensuring processes are relational, well planned and supportive of pupils' needs.
- Support the safeguarding culture of the school, working closely with DSL/DDSLs and ensuring statutory compliance.
- Ensure all wellbeing, attendance and partnership work complies with ISI expectations relating to pupil welfare, the spiritual, moral, social and cultural (SMSC) development of pupils, and leadership and management.
- Contribute to school improvement planning, self-evaluation and quality assurance with a focus on wellbeing, attendance and community engagement.

- Analyse data relating to wellbeing, behaviour, attendance and transitions to inform strategic decisions and report to senior leaders and governors.
- Provide professional guidance, coaching and line management to middle leaders and support staff working within wellbeing, attendance and pastoral systems.

Additional Duties

- support with training for staff on trauma-informed practice, relational approaches and wellbeing strategies.
- Work closely with clinical, pastoral and SENCO teams to ensure integrated approaches to pupil support.
- Coordinate multi-agency work to reduce barriers to learning for pupils with complex needs.
- Develop structures that strengthen the school's community identity across its three sites.
- Act as a visible, approachable and supportive leader for pupils, staff and parents across all settings.
- Undertake any duties reasonably delegated by the Headteacher.

Knowledge, Skills and Experience

- Substantial leadership experience at middle or senior leadership level in an SEMH or trauma-informed setting.
- Extensive knowledge of trauma-informed practice and whole school wellbeing models.
- Proven success in improving attendance at whole school or departmental level.
- Strong understanding of safeguarding, SEND and multi-agency collaboration.
- Excellent communication skills with the ability to develop strong relationships with families and external professionals.
- Experience in leading transitions and/or cross-site coordination.
- Ability to analyse and interpret data to inform decision-making.
- Strong interpersonal skills and the ability to inspire confidence in pupils, staff and families.