

Assistant Headteacher-Behaviour and Attitudes

Reports To: Headteacher

The post holder will be expected to network and liaise across the range of external stakeholders including local authority health, social care and education networks and external providers, agencies and organizations to ensure a consistency of approach regarding standards, support, transition and high-quality education and care.

Status of Post:

This is a senior post within the school's staffing structure which carries with it membership of the Senior Leadership Team (SLT). As Assistant Headteacher for Behaviour and Attitudes, you will oversee the strategic and operational leadership of these areas across the whole school site. You will be responsible for ensuring high standards of behaviour, positive attitudes to learning and exemplary pastoral care for all pupils. This includes leading staff in promoting a consistent, trauma-informed and relational approach, ensuring effective systems of support, and maintaining strong safeguarding practices. You will oversee pastoral provision, therapeutic and clinical collaboration, attendance and engagement, and ensure that pupils receive the support needed to access learning successfully. You will also monitor and review pupil progress across the site to inform future planning, support reintegration where appropriate, and drive continuous improvement in behaviour, attitudes and personal development.

Review and Amendment:

This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Headteacher and the post holder.

Specific responsibilities for:

Oversight of Behaviour and Attitudes across the school site; liaising closely with the clinical and therapeutic teams to ensure cohesive support for pupils; overseeing pastoral and behaviour-related systems to ensure consistency of practice; and serving as the key point of contact for all stakeholders regarding behaviour, attitudes, pastoral care and pupil wellbeing across school.

Job Purpose

 Wenlock School, Fossil View, Wrens Hill Road, Dudley, West Midlands DY1 3SS

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- Support the Headteacher and Deputy Headteachers (DHT) in leading whole-school strategies that promote positive behaviour, attitudes to learning and exemplary pastoral care across all Key Stages.
- Lead the development, implementation and monitoring of behaviour and pastoral systems to ensure consistency, transparency and relational practice.
- Ensure that targeted interventions, pastoral support plans, therapeutic input and behaviour strategies are in place to improve pupil engagement, wellbeing and progress.
- Promote a trauma-informed, child-centred and relational culture that enables all children and young people to feel safe, regulated and ready to learn.
- Monitor pupil progress in relation to behaviour, attitudes, personal development and welfare, using this information to inform planning, interventions and reintegration where appropriate.
- Oversee systems that enable pupils to access learning successfully, including multi-agency collaboration, therapeutic support and personalised pastoral pathways.
- Work with the wider Senior Leadership Team to ensure that positive behaviour, wellbeing and personal development are integral to achieving the school's aims and objectives.
- Provide pastoral leadership and direction that contributes to a calm, safe and purposeful learning environment across school.
- Ensure compliance with all safeguarding, behaviour, attendance and pastoral-related statutory duties, including those within the Education Inspection Framework and Independent School Standards, as well as the Crisis Prevention Institute.

Duties – General

- Work in accordance with the school's aims, values and policies, promoting positive behaviour, relationships and wellbeing.
- Liaise effectively with external agencies, including social care, clinical teams, therapeutic services and education professionals, to ensure coordinated support for pupils.
- Play a full and proactive role in the school community, modelling high expectations and supporting pupils and staff to do the same.

Duties – General for Senior Leadership

- Be an active and effective member of the Senior Leadership Team, contributing to strategic decision-making and supporting whole-school improvement.
- Work closely with the Headteacher, Senior Leadership Team and colleagues to ensure full compliance with safeguarding, attendance and behaviour-related statutory requirements.
- Line-manage identified staff, conducting appraisals, providing coaching and holding staff to account for high standards of behaviour management and pastoral care.
- Contribute to SLT and whole-school meetings, including behaviour, safeguarding and pastoral forums.
- Maintain a strong and highly visible presence around the school, modelling outstanding behaviour and pastoral practice.
- Support the leadership of teaching, learning and assessment where it connects to behaviour, wellbeing and engagement.
- Identify barriers to positive behaviour and attitudes, and develop timely, realistic

and effective improvement strategies.

- Chair pastoral, safeguarding or reintegration meetings as required.
- Support and lead whole-school events relating to personal development, wellbeing, relationships and behaviour-related initiatives.

Duties – Specific

- Lead on improving behavioural standards, emotional regulation and wellbeing across both sites.
- Ensure pastoral systems are relational, trauma-informed and consistently applied by all staff.
- Oversee strategies that promote pupil attendance, engagement and readiness to learn.

Liase with the SENCO to ensure every student's EHCP behaviour provisions are fully met.

- Co-ordinate with therapeutic, clinical and external partners to ensure holistic support for pupils.
- Oversee reintegration planning, ensuring decisions are informed by progress, behaviour and wellbeing data.

Ensure all behaviour and attitude strategies align with individual EHCP provisions.

- Ensure safeguarding systems are robust, and monitor safeguarding practice across school, in line with our safeguarding policy.

Address emotionally-based school avoidance (EBSA) with therapeutic plans.

Collaborate with local authorities regarding persistent student absences.

- Support staff through coaching, modelling and training in behaviour management, de-escalation and trauma-informed approaches.
- Ensure effective communication with parents, carers and professionals regarding behavioural and pastoral matters.
- Use data and evidence to drive improvements in behaviour, attitudes and personal development.
- Support the Headteacher and DHT in Quality Assurance processes that relate to behaviour, pastoral care and safeguarding.

Continuing Professional Development

- Take responsibility for personal professional development, staying up to date with best practice in behaviour, pastoral care, safeguarding and trauma-informed education.
- Participate in and lead training where required.

Personal Specification

	Essential	Desirable	Measured by: application form / interview
Qualifications and Training			
Degree in Education or Psychology based.	✓	✓	A
Other qualifications		✓	
Willingness to undertake training	✓		I
Good literacy and numeracy	✓		A/I
Full Driving Licence	✓		I
Deep knowledge of the SEND Code of Practice and EHCP statutory duties.			
Experience			
Experience of working with young people with complex needs, preferably in an education	✓		A
Knowledge and Understanding			
Understanding / knowledge of Safeguarding	✓		A/I
Understanding / knowledge of pupils with Special Educational Needs (SEN)	✓		A/I
Understanding / knowledge of assessment tools	✓		I
Understanding / knowledge of local and national learning strategies	✓		A/I
Understanding/knowledge of wider evidence based research to support interventions	✓		
Skills			
Ability to work as part of a team	✓		A/I
Able to organise, prioritise and complete tasks efficiently	✓		A/I
Flexible approach to working	✓		I
Ability to build relationships with children & young people	✓		A/I
Able to deal with problems in a positive and systematic manner	✓		I
Ability to use own initiative	✓		A/I
Able to recognise behaviour in children, which gives cause for concern, and follow school procedures.	✓		A/I
Competent in the use of ICT	✓		A/I
Able to work effectively as part of the whole school team	✓		A/I



Able to communicate effectively (both orally and in writing).	✓		A/I
Personal Characteristics			
Punctual and Reliable	✓		A/I
Calm under pressure	✓		A
Self-motivated	✓		A
Positive and energetic approach to work	✓		A/I
Versatile and Flexible	✓		A
Willing to learn from the good practice of others	✓		A/I