



Job Description



Job Title:	Assistant Headteacher (Behaviour and Attendance)		
Reports to:	Deputy Headteacher: Pupil Wellbeing	Salary:	L12- L16
1.	<p>INTRODUCTION</p> <p>The Assistant Headteacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct</p> <p>The Assistant Headteacher will meet the general requirements of this post, and those of a class teacher, as specified in the School Teachers' Pay and Conditions Document. The post will require you to work in partnership with the Headteacher, governors and staff to ensure the continuous improvement and effective operation of the school</p> <p>Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher</p>		
2.	<p>SPECIFIC RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • In collaboration with the Associate Headteacher, lead the pastoral vision for the school, ensuring the implementation of school systems aligned to continuous development and improvement of practice and outcome. • Support the Associate Headteacher, to ensure that all statutory and best practice systems to safeguard children are in place and that there is appropriate support for pupils who are vulnerable or at risk of exclusion such that they achieve positive outcomes. • Ensure the vision, ethos and core values of the school are regularly and clearly communicated to staff, pupils, parents and carers. • Lead strategically and operationally on improving attendance and punctuality, demonstrating measurable outcomes • Lead Heads of Year, ensuring that they operate effectively following school policies and procedures in order to maximise the achievement and ensure the wellbeing of all pupils. • Line manage designated staff and key departments • Maintain a strategic oversight of behaviour data, preparing reports and proactively identify trends of behaviours. • Monitor standards of behaviour and pastoral care and identify areas of improvement to raise standards. • Ensure behaviour and attendance policies are clear, relevant and current and are implemented consistently across the school. • Ensure that effective systems of rewards and celebration are in place for all pupils. 		

	<ul style="list-style-type: none"> • Ensure that highly effective form time learning and enrichment programmes are in place to equip pupils with the skills needed to access the curriculum, grow as learners and thrive in the world of work. • Maintain a positive and proactive link with parents, carers and outside agencies. • Ensure 'The Fulford Way' and Daily Routines are followed leading to exceptional levels of pupil engagement and behavioural standards. • Have ambitious expectations for all pupils irrespective of social or academic barriers. • Champion the provision for vulnerable pupils and those with SEND.
The main requirements are detailed below and involve a commitment to:	
1.	SHAPING THE FUTURE <ul style="list-style-type: none"> • To support the Headteacher and governors in establishing a vision for the future development of the school • To play a leading role in the school improvement planning process, taking account of the agreed priorities of the school • To contribute to the identification of key areas of strength and weakness in the school and to lead in relevant areas To work to a high standard in implementing agreed policies and priorities, and to set high expectations and a good example for other colleagues • To promote a culture of teamwork, in which the views of all members of the school community are valued and taken into account • To contribute to the self-evaluation of the school
2.	LEADING LEARNING AND TEACHING <ul style="list-style-type: none"> • To provide appropriate training for staff on effective behavioural strategies that support pupil progress. • To promote the active involvement of students in their own learning • of behaviour • To contribute to the development of a broad and rich curriculum that meets the needs of the range of students in the school • To monitor and evaluate classroom practice • To provide support for colleagues in improving their classroom practice
3.	DEVELOPING SELF AND WORKING WITH OTHERS <ul style="list-style-type: none"> • To promote equal opportunities and safeguard the safety and welfare of all those in the school • To contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount e.g. through taking school assemblies and having an oversight of all educational off site activities • To support the development of collaborative approaches to learning within the school and beyond • To support the induction of staff new to the school • To set high expectations for your own performance and that of others and to assist with the setting and monitoring of professional standards in the work of all staff members • To engage in relevant professional development activity as necessary and to guide staff in their training and personal development

4.	MANAGING THE ORGANISATION <ul style="list-style-type: none"> • To contribute to a regular review of the organisation of the school to ensure it meets statutory requirements • To develop action plans in specified areas of responsibility, to bring about improvements • To lead on the development and implementation of school policies relating to issues such as assessment, recording and reporting • To contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities • To take responsibility for Performance Management of identified staff • To contribute to the regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money • To maintain a high profile in the life of the school through being a visible leader around the site, running a duty team and by attending extra-curricular events • To be directly associated with responsibilities relating to assemblies, tutor meetings and quality assurance
5.	SECURING ACCOUNTABILITY <ul style="list-style-type: none"> • To support the governing body in meeting its responsibility to account for the performance of the school • To be directly linked with named curriculum areas in terms of monitoring and evaluation and in support of improvement planning and performance review • To support staff in understanding their own accountability, and promote performance management as a means of improving teaching, learning and leadership in the school
6.	STRENGTHENING COMMUNITY <ul style="list-style-type: none"> • To gain an understanding of the diversity of the school community • To contribute to policies and practice which promote equality of opportunity and tackle prejudice • To contribute to the development of opportunities for students to enhance their learning within the wider community • To promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement • To promote links and good relationships with the local community and outside agencies

ASSISTANT HEADTEACHER – Behaviour and Attendance

A: Application
I: Interview
R: References

PERSON SPECIFICATION	Essential (E) Desirable (D)	Evidenced*
Qualifications, Experience and Professional Development <ul style="list-style-type: none"> Qualified Teacher Status Honours Degree or equivalent Professional Development in preparation for Senior Leadership. Background checks and references show no issues of concern with regard to safeguarding children and young people 	E E E E	A A A A/R
Leadership and management experience: <ul style="list-style-type: none"> Experience as a Curriculum Leader, Year Leader or equivalent Successful and sustained leadership within a secondary school/college Successfully led, planned, managed and evaluated change which has had a significant impact. Demonstrated the ability to work strategically and successfully. Working successfully with other education partners and providers Experience of working effectively with governors to enable them to discharge their responsibilities in providing strategic leadership, direction and challenge Experience of sixth form 	E E E E D D D	A A/I/R A/I/R A/I/R I/R I/R A/I/R
Teaching Experience <ul style="list-style-type: none"> Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context Proven record of outstanding results with examination classes 	E E	A/R A/R
Shaping the Future <ul style="list-style-type: none"> Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision Experience of developing and sustaining a learning culture that has inclusion at its core, including high expectations and standards of achievement 	E E	A/I/R A/I/R
Leading Teaching and Learning <ul style="list-style-type: none"> Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being Ability to ensure that creativity, innovation and the use of appropriate new technologies are used to extend the learning experience of pupils and achieve excellence 	E E E	A/I/R A/I/R I/R

<p>Developing Self and Working with Others</p> <ul style="list-style-type: none"> • Understands the significance of interpersonal relationships and strategies for promoting individual and team development • Knows how to promote an open, fair and equitable culture • Has a clear understanding of the impact of change and different leadership styles on individuals and organisations • Ability to communicate appropriately and effectively with a variety of audiences, including children and young people • Ability to build and sustain networks and alliances in pursuit of organisational goals • Reads widely to keep abreast of changes in education 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I/R</p> <p>I/R</p> <p>I/R</p> <p>I/R</p> <p>A/I/R</p> <p>A/I</p>
<p>Managing the organisation</p> <ul style="list-style-type: none"> • Successful experience of the delegation of leadership responsibilities and management tasks as appropriate and monitoring their implementation • Understands how to establish and sustain effective organisational structures, systems, policy, and practice • Knowledge of and commitment to the implementation of the safeguarding agenda 	<p>E</p> <p>E</p> <p>E</p>	<p>A/I/R</p> <p>I/R</p> <p>I/R</p>
<p>Securing Accountability</p> <ul style="list-style-type: none"> • Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these • Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance • Ability to ensure that there is a consistent and continuous school-wide focus on pupils' achievement, using data, information, and intelligence to monitor progress in every child's learning • Experience of holding individuals and teams to account for student learning outcomes 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I/R</p> <p>I/R</p> <p>A/I/R</p> <p>I/R</p>
<p>Strengthening Community</p> <ul style="list-style-type: none"> • Understands the importance of listening to, reflecting, and acting on feedback • Experience of strategies that encourage parents and carers to support their children's learning 	<p>D</p> <p>D</p>	<p>I/R</p> <p>A/I/R</p>

Personal Skills and Attributes – the ability to: <ul style="list-style-type: none"> • Embed successful change by effectively completing tasks and evaluating outcomes within agreed timescales. • Inspire, challenge, motivate and empower teams and individuals to achieve high goals • Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people • Demonstrate personal and professional integrity, including modelling values and vision • Prioritise, plan and organise themselves and others • Think analytically and creatively and demonstrate initiative in solving problems • Be able to present in an inspiring, engaging and effective manner to a variety of stakeholders • Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others • Demonstrate a capacity for sustained hard work with energy and vigour • Demonstrate resilience and optimism • Demonstrate a sense of humour 	E E E E E E E E E E	I/R I/R I/R I/R I/R I/R I/R I/R I/R I/R
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Last review date: May 2022

Next review date: May 2023

Headteacher's signature:		Date:	
Postholder's signature:		Date:	