



JOB DESCRIPTION

Job Description: Assistant Headteacher (*Leading Behaviour & Pastoral*)

Reporting To: Headteacher

Job Purpose

- To actively support our core purpose, remembering that “We are here to make great schools and happier, stronger communities so that people have better lives.”
- To support the strategic leadership and management of the school, ensuring that the learning environment is engaging and fulfilling for all the pupils and fosters continuous improvement in the quality of education offered by the school.
- To be committed to the vision and values of the school, nurturing talent, supporting people and empowering pupils and staff to be active participants in learning.
- To have high aspirations, striving to maintain and enhance the reputation of the school as a safe, innovative and forward-looking learning environment where children and young people thrive and maximise their potential. Providing strategic leadership and oversight of the school’s behaviour pastoral systems, ensuring that high-quality support for pupils’ is embedded across the school.
- To shape and refine whole-school approaches, working closely with colleagues to ensure that pastoral provision is both proactive and responsive to pupil needs.
- To champion approaches that promote positive behaviour and contribute to a culture in which expectations are understood, upheld and modelled by all.
- To hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils you serve.

Key Responsibilities: Specific

- As a member of the senior leadership team, you will contribute to the formulation, delivery, monitoring and evaluation of the school’s development plan; having a deep commitment to their own CPD, ensuring they can perform the role of lead professional for their portfolio of responsibilities.
- A key aspect of the role will be the strategic leadership of the school’s behaviour systems, ensuring that policies and practices are clearly communicated, consistently implemented and continuously reviewed so that they foster a calm, purposeful learning environment.
- Lead the school’s work on developing and strengthening pupil self-regulation. This will involve establishing systems, routines and interventions that help pupils become increasingly independent, reflective and responsible for their actions. Working with staff to ensure self-regulation strategies are embedded in classroom practice and pastoral support.
- Oversee the implementation of ‘non negotiables’ outside of the classroom.
- Oversee the implementation and monitoring of the school uniform policy, ensuring clarity, fairness and consistency in its application.
- Support SLT Colleagues with admissions and appeals, ensuring that processes are compliant, transparent and supportive of families.
- Take responsibility for pastoral-related complaints, managing these with professionalism, sensitivity and a commitment to resolution and improvement.
- Lead the school’s alternative curriculum provision, ensuring that tailored pathways are designed, delivered and reviewed to meet the needs of pupils requiring a different approach.
- Work collaboratively with staff, external agencies and families to ensure these pathways support engagement, progress and positive outcomes.
- Lead for the house system relaunch and ethos.

- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, parents, governors and the wider community.
- Implement relational routines and be the strategic lead for Individual Behaviour Plans, leading and overseeing restorative approaches, implementing reward policy and evaluating the impact of behaviour strategies.
- Implementation of interventions to reduce lost learning through truancy or sanctions.
- Continue to develop a wide, current knowledge and understanding of education and school systems locally, nationally and globally, seeking opportunities for continuous improvement and development, sharing knowledge and expertise and collaborating with others.
- Hold and encourage ambitious expectations for all pupils, overcoming disadvantages and advancing equality, instilling a strong sense of accountability in others.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence and continual improvement is possible.
- Establishing policies which support the strategic direction of the school and achievement of its aims and objectives.
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Ensure the school environment is a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Administer and action pupil voice and parent voice.
- Ensure the consistent use of pupil planners to support organisation, communication between school and home and the promotion of positive behaviour and learning habits.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Effectively lead and manage teams of staff from across the school towards achievement of its aims and objectives including delivery of School Development Plan strategies and initiatives.
- Attend Senior Leadership Team, Governors and other meetings commensurate with the role.
- Take part in whole school duties such as those at lunch, break, start and finish times.
- Be the lead, with an inclusion lens for a group of KS3 pupils facing significant barriers to learning.
- Provide support and challenge to ensure the raising of standards of teaching and learning across the school through leading by example, mentoring, training and the coaching of colleagues where appropriate.

The specific duties of the Assistant Headteacher will be reviewed on a regular basis and will change as the aims and objectives of the school change, and as and when the Headteacher deems it appropriate.

Key Responsibilities: General

- *The responsibilities outlined are a broad indication of the main duties and responsibilities of the post and employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.*
- *TEAL is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.*
- *TEAL/The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*

- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *The postholder must work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018 and to ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records)*



Ethical Behaviours Charter

Competency	We do this by
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to do the same. • Keeping promises and doing what we say we will • Having genuine compassion for others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and expertise, then sharing that knowledge • Learning from mistakes and failures and admitting when we are wrong • Seeing systems and processes as ways to fulfil our purpose, removing or changing them if they fail in that.
Kindness	<ul style="list-style-type: none"> • Being patient, respectful, generous and forgiving. • Acting with compassion and care, listening and seeing the person behind the role • Focusing on relational practice; building trust and rapport with others by empowering and elevating them.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy • Ensuring we live our sense of purpose and values in the way we behave, make decisions and communicate. • Applying rules in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly and with moral purpose.
Service	<ul style="list-style-type: none"> • Putting ourselves in the service of others. • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful way, demonstrating humility and self-control. • Removing barriers to enable others to do their jobs well
Courage	<ul style="list-style-type: none"> • Holding ourselves to account when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity and change. • Speaking honestly, openly and with empathy
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity, cynicism and dishonesty. • Remaining positive and encouraging, helping others to overcome challenges and celebrating their success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and embracing it. Thinking strategically, analysing and assessing information to deliver organisational growth. • Reading, researching, networking and sharing learning with others. • Believing in the potential of others; helping them be the best they can be.