



JOB DESCRIPTION

Post:	Assistant Headteacher - Pastoral
Start date:	September 2022
Hours of Work:	Full Time, Permanent
Responsible to:	Headteacher
Base:	Parkfield, Christchurch

This position will play a vital role in helping to shape the strategic direction and improvement of the school with a particular focus on pastoral care for our young pupil. The successful candidate will play an integral part of the self-evaluation and school improvement process taking account of the school priorities. They will be expected to promote a culture of high expectations in which both pupils and staff feel valued and have high expectations of themselves and each other.

PRINCIPLE PURPOSE OF THE ROLE

- Set high expectations which inspire, motivate and challenge pupils as well as establish a safe, caring and stimulating environment for our pupils
- To play a central role in the SLT.
- Undertake responsibilities as a member of the senior leadership team (SLT) of the school.
- Responsibility for the development and implementation of strategies to narrow the gap in achievement and attainment of Pupil Premium students and other vulnerable groups.
- Be responsible for the management of all pupils; welfare and development; behaviour and attitudes
- Monitor, evaluate and review the quality of our pastoral provision.

KEY RESPONSIBILITIES

To promote the vision and aims of Parkfield School.

To provide leadership and management to secure:

- improvement in achievement and attainment for all students;
- lead on a strategy of improvement of attendance across all years
- raising of aspirations and standards of young people to effectively and appropriately engage in their learning;
- liaise with outside agencies and alternative provision to support learners and families
- lead on the reward system within the school so that students value praise and scholarly endeavours
- effective strategic direction, leadership and management at all levels;
- effective deployment of resources;

To directly assist the Headteacher with:

- determining, planning and implementing the direction of whole school issues;
- meeting student and staff needs on a day-to-day basis;
- the supervision and control of student behaviour (positive behaviours and attitudes to learning) around school at all times;
- being a presence around school; a role model to all.

Expectations of all members of the senior leadership team:

- act with professional integrity at all times;
- dress in formal and smart business attire;
- notwithstanding issues of confidentiality and tact, act with honesty and transparency with regard to your work;
- identify and improve those areas relevant to your role which are identified in the SEF and SIP;
- maintain school policies and procedures relevant to your area and update whenever required;
- be present where required at meetings, functions and events;
- where requested to do so, attend stakeholder and governing body meetings to inform members of issues related to your role;
- undertake a proactive part in:
 - those activities that are part of the self-evaluation of the school;
 - being a presence around school;
 - appraisal, performance and line management systems;
 - student voice.
- set an example in undertaking a regular commitment to duties and the assembly rota;
- work as part of a team, submitting draft proposals and documents for further development by the senior leadership team, and accepting and supporting final senior leadership team decisions;
- with regard to leadership team meetings;
 - all members are expected to be punctual to and attend scheduled meetings unless prior agreement for absence has been given by the Headteacher;
 - all members are encouraged to express their views, but are expected to work to the majority decision or the final decision of the Headteacher. A consistent message should be given to staff and students at all times;
 - when requested to do so by the Headteacher prepare and present reports on progress / issues related to areas of accountability and responsibility;
 - traverse the conflicting expectations of transparency and confidentiality.
- at all times work as one team with the staff;
- undertake specific tasks reasonably delegated by the Headteacher from time to time.
- Be an integral part of the "Team" ethos at Parkfield School; working collaboratively where possible and supporting those around you to ensure the smooth day to day running of the school.

Duties and responsibilities attached to this post are as follows:

Leadership & management

1. Support the Headteacher in providing a clear direction for the development of the school;
2. Make significant contributions to meetings of the senior leadership team, and extended leadership team.
3. To line manage the pastoral team and be the SLT point of contact for achievement, behaviour and pastoral issues across all year groups.
4. Contribute to the day to day organisation of the school and ensure it functions efficiently and effectively;

5. Be a highly visible presence around the school and model expectations of staff and students.

Behaviour and Attitudes

1. To develop and implement an effective and coherent strategy for behaviour management across the school to ensure that learning is at the heart of what we do.
2. Manage and monitor the use of isolations and exclusions throughout the school and report to SLT and governors patterns that appear
3. Identify and work with local alternative provision providers to ensure education for pupils is directed to the most appropriate institution.
4. Develop a clear strategy to improve the attendance of learners across the school, with a focus at secondary age.
5. Promote a positive climate across the school where all learners are treated equally and mutual respect and tolerance is part of the Parkfield Way.
6. Support the safeguarding team as a DDSL

Pastoral programme

1. Have oversight of the pastoral programme across the school ensuring that all areas of PSHE, SRE and British Values are delivered in an effective manner and with clear impact.
2. Lead and deliver an assembly programme that is diverse and challenges thinking to support learners in becoming well rounded citizens.
3. Support through National charitable events a programme of “doing things for others” so that young people see the value of helping
4. Support the careers leader to implement next steps advice and guidance for all pupils.

Rewards and sanctions

1. Have oversight and implementation of the School’s rewards systems.
2. Evaluate the effectiveness of the rewards systems.
3. Ensure that achievement is celebrated; including the organisation of the rewards events.

PERSON SPECIFICATION

The following person specification outlines the key skills and experience required for this position.

The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: application form; interview / assessment activities; reference and other employment checks.

Essential / Desirable (D)

CATEGORY	ESSENTIAL	DESIRABLE	WHERE IDENTIFIED
QUALIFICATIONS	<ul style="list-style-type: none">• Qualified Teacher status• Evidence of wider, recent and relevant professional development related to whole school leadership issues.	<ul style="list-style-type: none">• Commitment to continue further study or professional development• Evidence of continuing professional development including working towards or attainment of Leadership Pathways or NPQSL	<ul style="list-style-type: none">• Application
EXPERIENCE	<ul style="list-style-type: none">• Successful leadership and management of the delivery of leading edge, high quality education.• Experience of successful leadership and change management.• Leading significant and sustainable improvement (e.g. across a whole school area).• Outstanding teaching practice with evidence of securing high achievement of students.• Relevant experience of middle or senior leadership in education.	<ul style="list-style-type: none">• Working within all through schools or primary and secondary settings	<ul style="list-style-type: none">• Application Form• References• Interview• Lesson obs
SKILLS & ATTRIBUTES	<ul style="list-style-type: none">• Think strategically, build and communicate a coherent vision• Inspire, challenge, motivate and empower others to carry the vision forward.• Model the values and vision of	<ul style="list-style-type: none">• Collaborate and network with others within and beyond the school	<ul style="list-style-type: none">• Application Form• References• Interview• task

	<p>the school.</p> <ul style="list-style-type: none"> • Access, analyse and interpret data. • Acknowledge excellence and challenge poor performance across the school • Develop, empower and sustain individuals and teams. • Think creatively to anticipate and solve problems. • Knowledge and understanding of subject and curriculum. • Excellent interpersonal skills. • Maintain a positive and supportive culture within Team Parkfield School. 		
Strategic development	<ul style="list-style-type: none"> • Strategies for communication both within and beyond the school. • Strategies for raising achievement and achieving excellence • Strategies for ensuring inclusion, diversity and access. • Strategies for developing effective teachers and support staff. • The principles and practice of monitoring, evaluation and review. • 	The work of other agencies and opportunities for collaboration.	<ul style="list-style-type: none"> • Application Form • References • Interview
Personal Qualities	<ul style="list-style-type: none"> • High levels of motivation and energy; ambitious and upbeat. • Calm under pressure with a good sense of humour and the ability to maintain an appropriate work/life balance. • Flexible and collaborative with a positive attitude. • Be passionate about high standards, achievement and excellence for all. • Enthusiasm for the well-being of students and their success and happiness. 		<ul style="list-style-type: none"> • Application Form • References • Interview