

Employment details

| | |
|-------------------------|--------------------------------|
| Job title: | Assistant Head |
| Reports to (job title): | Headteacher and Governing Body |

Main duties/responsibilities

| General duties |
|---|
| Take responsibility for the overall provision of pupil behaviour, attendance and wellbeing |
| Lead and take responsibility for developing systems to improve behaviour, attendance and wellbeing that provides pupils with a range of opportunities and the skills they need to prepare for later life. |
| Be accountable for the strategic leadership and management across behaviour, attendance and wellbeing, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies. |
| Contribute to the school's self-evaluation process, including devising and monitoring action plans and other policy development. |
| Manage teachers and staff, providing appropriate support, challenge, advice and information, as necessary, with a particular focus on the strategic direction of the Programme of Study for the Post 16 department |
| Comply with school policies and procedures, in particular those relating to the wellbeing and safeguarding of children. |
| Be responsible for promoting and safeguarding the welfare of pupils within the school and be a designated safeguarding lead. |
| Positive behaviour |
| Take responsibility for establishing a positive behaviour policy and ensuring its implementation |
| Create a clear positive behaviour plan for development and where needed embed this into the SIP to ensure that there are high standards are maintained and in turn contribute towards the school's SEF |
| Maintain a thorough and up-to-date knowledge of SEND and associated issues that impact on pupils' behaviours. |
| Work with the SLT to embed the school's positive behaviour policy securely and consistently across the school. |
| Work with staff to promote and develop the use of a broad range of appropriate strategies to support pupils to better manage their behaviour so that they can engage with learning |
| Report to the SLT and governors on the impact of the behaviour plan, SIP targets and highlight areas for improvement |

| |
|--|
| To monitor 'Behaviour Watch' reports of incidents, using this to inform SLT and governors and target support, resources and advice |
| Attendance |
| Have a thorough understanding of how attendance data can be used to bring about improved outcomes for pupils and targeted support. |
| Create a clear pupil attendance plan for development and where needed embed this into the SIP to ensure that there are high standards are maintained and in turn contribute towards the school's SEF. |
| Have responsibility for the school's pupil attendance policy; its development, maintenance, evaluation and review. |
| Ensure that all statutory requirements for recording and attendance are adhered to by the administration team and teaching staff to ensure that pupils are safe and continuously improve levels of attendance |
| Effectively analyse pupil attendance and use to inform decision making and ensure that no cohort of pupils are disadvantaged due to poor attendance |
| Effectively communicate expectations and the impact of the pupil attendance development plan with all stakeholders. |
| To lead on decision making, processing and communication of pupil absence requests |
| Wellbeing |
| Create a clear pupil mental health and wellbeing plan for development and where needed embed this into the SIP to ensure that there are high standards are maintained, that there is continuous improvement, and in turn contribute towards the school's SEF |
| Have responsibility for the school's pupil mental health and wellbeing policy; its development, maintenance, evaluation and review. |
| Maintain a thorough and up-to-date knowledge of SEND and associated issues that impact on pupils' mental health and wellbeing. |
| Work with the SLT to embed the school's pupil mental health and wellbeing policy securely and consistently across the school. |
| Work with staff to promote and develop the use of a broad range of appropriate strategies to support pupils for better mental health so that they can engage with learning and thrive. |
| The designated teacher for looked after and previously looked after children |
| To fulfil the statutory duties of this role for the pupils at Ash Lea school. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf |
| Leadership and management |
| To lead the 'Behaviour, Attendance and Wellbeing' team, ensuring that CRB lead, ELSAs, and other associated professionals meet the needs of staff and pupils and are able to articulate the positive different that they make. To ensure access to this provision is triaged appropriately and fairly. |
| Be an active member of the SLT. |
| Be responsible, with the head teacher, for the process involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, work scrutiny and statistical analysis |

| |
|---|
| Attend leadership meetings as required and report back to staff where necessary. |
| Develop staff practice as an appraiser for identified teachers. |
| Work with teachers to develop appropriate, effective and purposeful learning progression, learning resources, curriculum policies and classroom practices. |
| Take account of staff workload when implementing processes related to behaviour, attendance or wellbeing |
| Implement assessment practices that helps pupils embed knowledge and assist staff in producing clear next steps, without creating additional workload for staff. |
| Ensure the collection of data in relation to behaviour, attendance and wellbeing is proportionate, represents an efficient use of school resources, and is sustainable for staff. |
| Provide staff with the knowledge and resources they need to support managing behaviour, mental health, wellbeing and attendance. |
| Effectively contribute to leadership discussions and decisions. |
| Adopt a positive attitude that motivates and inspires other members of staff, enabling them to carry out their duties to the highest standards. |
| Plan, organise and lead regular meetings with staff. |
| Inform staff of any developments in the behaviour, attendance and wellbeing and monitor changes as they are implemented. |
| Lead communications with parents and the wider community in relation to behaviour, attendance and wellbeing. |
| Identify staff training needs, provide support and organise training to improve the quality of behaviour management, attendance and wellbeing. |
| Organise relevant CPD to help staff members progress. |
| Contribute towards recruitment and interviewing processes, where necessary. |
| Undertake self-evaluation and review as appropriate. |
| Ensure teachers support and uphold the school's aims and policies at all times. |
| Contribute towards the compliance, accessibility and purposefulness of the school's website. |
| Operational |
| Ensure the provision of an appropriately broad, balanced, relevant and differentiated Programme of Study for Post 16 pupils, in accordance with the aims of the school and its policies and so that their aspirations for life after Ash Lea are met. |
| In conjunction with BAWB area leaders / contributors, to monitor and evaluate standards of attainment through collecting, analysing and reporting on performance data. |
| Ensure all staff are familiar with the behaviour, attendance and wellbeing, and Post 16 aims and objectives within the SIP. |
| Management of resources |
| Work with the school business manager and teachers to plan and allocate the curriculum budget to ensure value for money. |

| |
|--|
| Monitor and review curriculum resources in terms of quality, quantity and use, to improve the experience and outcomes of pupils, ensure efficiency and secure value for money. |
| Provide all staff with the equipment and resources they need to help pupils learn effectively and ensure resources are used and returned properly. |
| Teaching and learning |
| Carry out class teaching duties as agreed. |
| Demonstrate by example and set high expectations which inspire, motivate and challenge pupils. |
| Implement and deliver an appropriately broad, relevant and differentiated curriculum that builds on pupils' prior knowledge. |
| Deliver lessons appropriate to pupils' different abilities and educational needs, ensuring they are all able to progress to their potential. |
| Monitor and support the overall progress and development of the pupils within the class/classes in line with the curriculum requirements. |
| Provide and contribute to assessments and reports relating to individual or groups of pupils. |
| Develop assessment practices that are effective and support the teaching of the curriculum. |
| Use assessment of pupils' progress to inform future teaching. |
| Ensure the work given to pupils is demanding and meets their individual needs. |
| Through effective teaching, ensure pupils are challenged and that the best use is made of teaching time to promote good levels of behaviour. |
| Employ a range of teaching methods to keep pupils engaged. |
| Share and support the school's duty to provide and monitor opportunities for personal and academic growth. |
| Additional duties |
| Promote the work of the curriculum, e.g., through parents' evenings and assemblies. |
| Work closely with teachers and support staff to promote inclusion, a positive ethos and personalised learning for pupils. |
| Adhere to the processes outlined in the school's Positive Behaviour policy. |
| Maintain high expectations of pupil behaviour, demonstrating a high level of discipline through positive and productive relationships and well-focused teaching. |
| Promote the school's involvement with external partners to improve the provision for its pupils and for pupils with SEND locally, nationally and internationally. |
| To work with other agencies to promote partnership working to improve outcomes for pupils with SEND. |
| Undertake additional duties as expected by the headteacher to ensure the effective running of pupil behaviour attendance and wellbeing. |

