

LIPA
MULTI-ACADEMY
TRUST

Job Description

Job Title	Assistant Head Teacher- Behaviour (4-16)
Salary Scale	L5-L10
Responsible To	Deputy Head Teacher
Responsible for	TBD
Number in Post	1
Date Drafted	January 2025

Job Purpose

The Assistant Headteacher, guided by the Head Teacher, will play a significant role in shaping and assessing behavioural policies and practices within the school community. This involves staying updated on current trends in behaviour management and adjusting the school's approach accordingly.

They will focus on enhancing the quality of teaching and learning through effective behaviour management to cater to the needs of all students and especially those with special educational needs and other vulnerable individuals. This includes providing continuous professional development opportunities for both teaching and support staff, and ensuring that the support provided yields positive outcomes.

Major Tasks

1. Leadership and Management
2. Teaching, Learning and Administration of Behaviour Management
3. Staff Development
4. Safeguarding
5. Communications, Marketing and Liaison

Job Activities

Major Task 1 – Leadership and Management

- Foster positive behaviour and academic performance for all students. Cultivate an inclusive culture within the academy through positive behavioural examples.

- Demonstrate leadership qualities and actively promote leadership development among peers, acting as a line manager.
- Serve as a role model for both staff and students, maintaining a visible and supportive presence within the school community.
- Collaborate effectively within the Senior Leadership Team and with others to assess, revise, appraise, and enhance behavioural standards across the school.
- Fulfil any reasonable requests from the Head Teacher to engage in behavioural initiatives or tasks of similar significance not explicitly outlined in this role description.
- To strategically lead the continual improvement of behaviour as part of the wider school improvement strategy.
- To share and support our responsibility to provide and monitor opportunities for personal and academic growth.
- To attend SLT meetings and other duties directed by the Head Teacher.
- To play a full part in the life of the school community.

Major Task 2 –

Teaching, Learning and Administration of Behaviour Management

- Advocate effectively for all students, ensuring their voices are heard and considered in school decisions.
- Actively promote inclusivity and acceptance within the classroom and school environment.
- Encourage cooperative interaction among students, while challenging, motivating, and bolstering self-esteem in all activities.
- Maintain accurate records of student behaviours, ensuring proper identification and understanding of needs.
- Assess students for a wide range of behavioural challenges and learning difficulties.
- Manage individualised plans and assessments for students with behavioural needs.
- Lead efforts to accurately assess behavioural needs and identify barriers to academic and social achievement.
- Track the progress of students with behavioural challenges and other vulnerabilities to ensure significant improvement.
- Contribute strategically to the school's evaluation and improvement planning processes.
- Oversee exam accommodations and testing strategies for students with behavioural needs.
- Collaborate with various stakeholders and external agencies as needed.
- Foster effective partnerships with parents to support the progress of all students.
- Fulfil supervision duties as assigned.
- Model professional behaviour and attitudes throughout the school community to maintain high standards of conduct and appearance.
- To contribute to planning activities and key priorities.
- To monitor and support the overall progress and development of students across all Key Stages.
- To maintain appropriate records and to provide relevant, accurate and up-to-date information about the progress and behaviour of students.
- To provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.

- To maintain discipline in accordance with school procedures, and to encourage good practice regarding behavior and attitudes.
- To plan and deliver inter-disciplinary projects which bring together knowledge and skills, which are focused on real-world enquiries and which culminate in a high-quality end product.
- To assist with the co-ordination of events such as Guided Choices, Open and Parents Evenings.
- Ensure the quality of behavioural support provision through ongoing evaluation and reporting.
- Assist in the planning and implementation of intervention programs, monitoring their effectiveness over time.

Major Task 3 - Staff Development

- Support the development and implementation of inclusive policies and practices, particularly regarding student behaviour.
- To continue personal development in the relevant areas including subject knowledge, pedagogy, educational developments and teaching methods.
- Contribute to the overall development of teaching and learning within the school community.
- Lead, develop, and support the work of the behavioural support team.
- Assist staff in implementing appropriate strategies to improve teaching for students with behavioural challenges.
- Mentor and coach staff to enhance their teaching skills.
- Create a supportive climate where staff can develop, challenge, and assist each other in improving teaching practices for students with behavioural needs.
- Provide exemplary lessons and share best practices to support staff development.
- Pursue continuous professional development to stay abreast of current practices.
- Adhere to policies and procedures related to child protection, health, safety, security, and confidentiality, reporting any concerns promptly.
- Contribute positively to school culture by exemplifying cooperative values.
- To engage actively in the Performance Management cycle.

Major Task 4 - Safeguarding

- To liaise with the safeguarding team.
- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the Academy.
- Comply with the Academy's Safeguarding Policy in order to ensure the safety and welfare of children and young persons.
- To contribute to raising standards of behavior.

Major Task 5 – Communications, Marketing and Liaison

- To follow agreed policies for communications in the school.
- To communicate effectively with the parents and carers of students as appropriate.
- To take part in marketing and liaison activities or events.

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To actively promote school policies and procedures.
- To undertake duties during the day as per the rota in times such as break and lunch.
- To attend meetings, staff training and any calendared events as expected.
- To deliver assemblies and external visits.

Common Duties

- To work flexibly including contributing to work projects of a general nature and providing cover for other staff.
- To participate in staff appraisals and training programmes as required.
- To always carry out duties with due regard to Equality, Diversity and Inclusion, Health and Safety and other Institute policies as agreed and revised from time to time.
- To undertake other duties from time to time that as deemed necessary and relevant by your line manager, and which are within the remit and scope of your grade.

Notes:

The particular duties and responsibilities attached to posts are of necessity in many cases somewhat difficult of detailed definition and may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Changes outside this description will only be made after consultation with the object of reaching agreement, with the person concerned, and will be recorded on the individual's job description. If, however after consultation, the person concerned is not in agreement with the proposed change, then they would be able to use the grievance procedure.

Location:

The job is initially located on LIPA School's site. However, it may be that from time to time the post holder will be required to work on different duties, or in any other jobs, within his / her competence, such jobs being in his / her present or any other location with the Multi Academy Trust as may be deemed appropriate. In all cases regard will be paid to the qualifications, experience, current duties and responsibilities and personal circumstances of the post holder.

Hours:

This is a full-time post and you are expected to work such hours as are necessary in order to fulfil your duties and responsibilities

Person Specification – Assistant Head Teacher Behaviour (4-16)

		To be identified by:
Education and Qualifications:		
Degree or equivalent	Essential	Application Form/Certificates
Qualified Teacher Status	Essential	Application Form/Certificates
Evidence of and commitment to continuing professional development	Essential	Application Form/Certificates
Experience: applicants should be able to demonstrate recent and relevant experience of:		
Successful teaching experience in the ideally experience in both secondary and primary phase - evidence of being a consistently good/outstanding teacher	Essential	Application Form/Interview
Successful experience of working collaboratively.	Essential	Application Form/Interview
An understanding of monitoring, evaluating and improving student behaviour	Essential	Application Form/Interview
Experience of successfully challenging underperformance of staff and students	Desirable	Application Form/Interview
Successful experience of implementing strategies to improve student progress and attainment and to remove barriers to learning	Desirable	Application Form/Interview
Experience of working with outside agencies in order to promote student behaviour	Desirable	Application Form/Interview

Experience of developing and sharing effective learning and teaching strategies and differentiation across the curriculum.	Essential	Application Form/Interview
Demonstrating a strategic leadership style that is characterised by integrity, relativity, resilience and clarity. Understanding of how to empower all students and staff to excel.	Essential	Application Form/Interview
Experience of managing and leading behaviour provision	Desirable	Application Form/Interview
Responsibility for policy development and implementation.	Desirable	Application Form/Interview
Active involvement in school self-evaluation and development planning.	Essential	Application Form/Interview
Communicating effectively both verbally and in writing, to a range of abilities.	Essential	Application Form/Interview
Leading on whole school initiatives.	Desirable	Application Form/Interview
Knowledge, Skills and Ability:		
Excellent subject knowledge and awareness of the latest initiatives relating to effective behaviour management.	Essential	Application Form/Interview
A secure understanding of how to develop and improve teaching and the contribution it makes to school improvement.	Essential	Application Form/Interview
High level of communication, organisational and management skills.	Essential	Application Form/Interview
The ability to translate vision into practice.	Essential	Application Form/Interview
An understanding of issues related to improving the quality of teaching for all students.	Essential	Application Form/Interview
How the creative and expressive arts can be developed into cross curricular learning.	Essential	Interview
How learning can be developed through a project-based learning approach.	Essential	Interview

An understanding of strategies to improve behaviour for learning for students with SEND & other vulnerable pupils in a comprehensive, mainstream setting.	Essential	Interview
An understanding of developing effective intervention strategies for students with behavioural issues in order to improve progress.	Essential	Application Form/Interview
An understanding of factors supporting school improvement, how to secure and sustain effective learning and progress throughout the school.	Essential	Application Form/Interview
Knowledge of inclusivity and a commitment to learn about all Liverpool's communities.	Essential	Application Form/Interview
An understanding of current educational issues and relevant legislation relating to behaviour management in schools including exclusions statutory guidance.	Essential	Application Form/Interview
Skilled in the use of ICT and possessing understanding of its potential contribution to school provision and improvement.	Essential	Application Form/Interview
A working understanding of the inspection framework and its implications for school leadership.	Essential	Application Form/Interview
Experience of leading high performing teams and managing a team.	Essential	Application Form/Interview
The ability to inspire /lead and promote the behaviour team and be the influential advocate for our students.	Essential	Application Form/Interview
Other:		
Commitment to undertake in-service development.	Essential	Interview
Commitment to safeguarding and protecting the welfare of young people.	Essential	Application Form/Interview
A pro-active, energetic and enthusiastic leader	Essential	Interview

Have professional capacity and knowledge of effective behaviour management to contribute to improving teaching	Essential	Interview
The ability to understand complex matters holistically and develop strategy to make coherence	Essential	Interview
Emotional intelligence with the ability to recognise and manage stress in self and others	Essential	Interview
Confidence and credibility based on experience and knowledge of behavioural issues and strategies	Essential	Interview
Resilience, self-motivation, stamina and the ability to undertake a variety of roles in a pressurised and demanding context.	Essential	Interview