

Lincoln Christ's Hospital School

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Job Description for Assistant Headteacher: Behaviour and Attitudes

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document and other current education legislation. The postholder is expected to meet the Teachers' Standards as set out by the Department for Education, demonstrating high standards of ethics and behaviour, and maintaining public trust in the teaching profession. The role will be carried out in accordance with Keeping Children Safe in Education statutory guidance.

Job Title	Assistant Headteacher – Behaviour and Attitudes
Specific title and areas of responsibility	The postholder will champion a culture of high expectations, respect and responsibility, ensuring every pupil can learn and thrive. They will lead behaviour, inclusion and the strategic oversight of Pupil Premium provision with clarity and conviction, promoting positive choices and addressing poor conduct decisively. Through intelligent use of pastoral and academic data, they will design and evaluate impactful interventions, ensuring disadvantaged pupils make excellent progress within a calm, purposeful environment where excellence is the standard every day.
Remuneration	Leadership Scale L12 – L16
Reporting to	Deputy Headteacher/Headteacher
Purpose of Job	<p>The Assistant Headteacher, under the direction of the Headteacher, will take a role in:</p> <ul style="list-style-type: none">• Formulating the aims and objectives of the school• Establishing policies for achieving these aims and objectives• Managing staff and resources to that end• Monitoring progress towards the achievement of the school's aims and objectives <p>The Assistant Headteacher will also have a timetabled teaching commitment complying with the teachers' standards and modelling best practice for others.</p> <p>They may also be required to undertake any of the duties delegated from the Headteacher.</p>
Introduction	The Assistant Headteacher will have delegated responsibilities which are both school wide and of considerable weight. This will be in addition to carrying out the professional duties of a teacher other than a Headteacher.

1. Specific Duties for Assistant Headteacher – Behaviour and Attitudes

(Specific areas of responsibility may be refined in line with the skills and experience of the successful candidate. The overarching remit is to lead our school on Behaviour and Attitudes, to ensure all work and learn in a calm, purposeful and respectful environment.)

- 1.1** Provide strategic leadership to secure a calm, safe and purposeful learning environment across the school.
- 1.2** Lead the development and consistent implementation of whole-school behaviour systems that promote positive choices, high standards and a strong culture of learning.
- 1.3** Champion a culture where pupils demonstrate positive attitudes to learning, mutual respect and personal responsibility.
- 1.4** Oversee the fair and consistent application of rewards and sanctions, ensuring high expectations are upheld at all times.
- 1.5** Lead and line-manage the Inclusion and Pastoral teams, ensuring effective support for vulnerable pupils and those requiring targeted intervention.
- 1.6** Take responsibility for suspensions and alternative provision, ensuring statutory compliance, clear communication with families, and robust reintegration processes.
- 1.7** Analyse and report on internal and external behaviour and pastoral data, identifying trends.
- 1.8** Continually review and refine behaviour and inclusion systems to ensure they are effective, equitable and aligned with the school's values.
- 1.9** Work in partnership with staff, families, governors and external agencies to secure strong outcomes for all pupils.
- 1.10** Work closely with the SENCO and relevant leaders to strengthen inclusive practice, adaptive teaching, and provision for pupils with additional needs.
- 1.11** Contribute to whole-school self-evaluation and strategic development planning (including Ofsted readiness), ensuring priorities are translated into clear implementation plans, measurable milestones and impact evaluation.
- 1.12** Promote a culture of high expectations, consistent routines and strong professional practice, supporting the school's ethos and agreed ways of working.
- 1.13** Undertake any other reasonable duties commensurate with the role, as directed by the Headteacher or Deputy Headteacher.
- 1.14** Lead the strategic oversight of Pupil Premium provision, producing, implementing and annually reviewing the Pupil Premium Strategy Statement to ensure funding is deployed effectively and in line with statutory requirements.
- 1.15** Rigorously track the academic and pastoral progress of disadvantaged pupils, identifying gaps swiftly and designing, implementing and evaluating targeted interventions to ensure they make excellent progress and achieve outcomes in line with, or exceeding, their peers.

2. Key Responsibilities

Core Purpose and Accountability

- 2.1 To play a role under the direction of the Headteacher and Deputy Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.
- 2.2 Undertake the professional duties of the Assistant Headteacher reasonably delegated to you by the Headteacher or Deputy Headteacher.
- 2.3 Support the Deputy Headteacher and Headteacher in their absence, as required.
- 2.4 In partnership with the Headteacher, Deputy Headteacher and the Senior Leadership Team, provide professional leadership and management of Behaviour and Attitudes throughout the school.
- 2.5 To provide professional leadership and management of School Development Plan priorities.

3. Generic / Teachers

- 3.1 You are to carry out the duties of a school teacher as set out in the Pay and Conditions Document 2021 and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of class teachers at Lincoln Christ's Hospital School.
- 3.2 To facilitate and encourage learning which enables students to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.
- 3.3 All staff are expected to uphold the school's principles and policies which underpin good practice and the raising of standards, and are expected to uphold and promote the school's aims and values.
- 3.4 All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the school.
- 3.5 All staff will take an active role in the School Self Evaluation process. As Assistant Headteacher you will be expected to contribute to and support teams through the School Self Evaluation process.
- 3.6 All staff are expected to actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.

4. Performance Management

- 4.1 To undertake annual Performance Management, setting and agreeing targets linked to school development plan priorities with the Headteacher or Deputy Headteacher.

5. Key Areas

5.1. Impact on educational progress beyond your own assigned pupils:

Strategic direction/Shaping the future

- a. Support the Headteacher and Deputy Headteacher in:
 - Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
 - Demonstrating the vision and values of the school in everyday work and practice.
 - Motivating and working with others to create a shared culture and positive climate.
- b. Assist the Headteacher and Deputy Headteacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school self-evaluation framework.
- c. Support the creation of costed subject/area development plans which contribute positively to the achievement of the School Development Plan and which actively involves all staff in its design and execution.
- d. Support the development and implementation of policies and practices for the subject/area(s) which reflects the school's commitment to high achievement and is consistent with national and local strategies and policies.
- e. Promote high expectations for attainment.
- f. Contribute to short, medium and long term plans for the development and resourcing for the specific areas of responsibility.
- g. Monitor the progress made in achieving subject/area plans and targets, and evaluate the effect on teaching and learning.
- h. Work with outside agencies and stakeholders to inform future action.

5.2 Leading Learning and Teaching, developing and enhancing the teaching practice of others:

- a. Work with the Headteacher and Deputy Headteacher to raise the quality of teaching and learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes.
- b. Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning.
- c. Support the development of whole staff and individuals to enhance performance:
 - Undertake coaching and mentoring.
 - Plan, organise and contribute to staff meetings, where necessary bringing in outside speakers.
 - Keep abreast of the latest developments in the area and disseminate effectively to other members of staff.

- d. Plan, delegate and evaluate work carried out by team(s) and individuals.
- e. Create, maintain and enhance effective relationships.
- f. Assist in the recruitment and selection of teaching and support staff.

5.3. Securing Accountability

- a. Work with the Headteacher and Deputy Headteacher to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors and the DfE; ensuring that pupils enjoy and benefit from a high-quality education, for promoting collective responsibility within the whole school community:
 - Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
 - Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities.
 - Support the development and presentation of a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
 - Reflect on personal contribution to school achievements and take account of feedback from others.
- b. Support the monitoring and evaluation of subject pupil progress targets to make a measurable contribution to whole school targets.
- c. Engage staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies.
- d. Provide guidance on a choice of teaching and learning methods/strategies:
 - Coach and mentor.
 - Model and demonstrate.
 - Act as a consultant for other staff.
 - Exemplify good practice.
 - Undertake shared planning, team teaching etc.
- e. Support the development and implementation of systems for recording individual pupil's progress.
- f. Contribute to the evaluation of the quality of teaching and standards of achievement, setting targets for improvement.

5.4. Resource Management

- a. Work with the Headteacher and Deputy Headteacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
- b. Work with the Headteacher and Deputy Headteacher to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.
- c. Support the oversight and evaluation of subject/area budget allocation to ensure the budget is spent in line with subject/area learning priorities and best value principles.

- d. Secure and allocate resources to support effective learning and teaching within the subject area(s).
- e. Monitor and control the use of resources and budget according to the school's agreed financial procedures.

5.5. Developing Self and Working with Others

- a. Work with the Headteacher and Deputy Headteacher to build a professional learning community which enables others to achieve.
- b. Support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development.
- c. Be committed to your own professional development.
- d. Implement successful performance management processes with allocated team of staff.
- e. Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- f. Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- g. Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- h. Develop and maintain a culture of high expectations for self and others.
- i. Regularly review own practice, set personal targets and take responsibility for own professional development.

5.6. Staff Workload and Wellbeing

- a. Work with the Headteacher and Deputy Headteacher to promote and maintain a positive culture of staff wellbeing across the school, recognising the importance of staff welfare in achieving excellent outcomes for pupils.
- b. Take account of staff wellbeing when planning and implementing school initiatives, ensuring that workload is manageable and sustainable.
- c. Ensure that systems and processes within areas of responsibility do not create unnecessary burdens on staff, regularly reviewing practices to identify and eliminate ineffective or unproductive tasks.
- d. Work with middle leaders to monitor workload across the school, identifying pressure points and taking proactive steps to address concerns before they escalate.
- e. Champion efficient working practices and support staff in prioritising their time effectively, promoting a culture where staff feel empowered to raise workload concerns.
- f. Ensure that any changes to practice or new initiatives within areas of responsibility are implemented with due consideration to their impact on staff workload, providing appropriate support and resources.

- g. Protect staff from bullying, unlawful discrimination, harassment and victimisation, fostering a culture of mutual respect and professional conduct.
- h. Model healthy work-life balance and promote strategies that support staff in managing their own wellbeing.
- i. Work collaboratively with the Headteacher, Deputy Headteacher and senior leadership team to develop and implement wellbeing initiatives that support staff retention and job satisfaction.
- j. Ensure that staff within areas of line management responsibility receive appropriate support, supervision and time to fulfil their roles effectively without undue pressure.

5.7. Strengthening Community

- a. Work with the Headteacher and Deputy Headteacher to engage with the internal and external school community to secure equity and entitlement.
- b. Work with the Headteacher and Deputy Headteacher to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools.
- c. Work with the Headteacher and Deputy Headteacher to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

Not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for the Assistant Headteacher's work programme will be negotiated and agreed at the beginning of the performance management cycle.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.