



Shaw
Education
Trust



Careers

at Shaw Education Trust



Job Title:	Assistant Headteacher
Grade:	Leadership
Salary:	Competitive
Conditions of Service:	STPCD
Responsible to:	Headteacher

Job Purpose

The Assistant Headteacher under the direction of the Headteacher, will take a pro major role in:

- Behaviour and Attitudes of students.
- Use of data to inform strategic trend analysis of behaviour and attitudes at Senior Leadership team meetings and Academy Council meetings.
- Punctuality, and exclusions of students, including Managed Move placements both within and outside of school.
- Contribute to the use of Alternative Provision in conjunction with Deputy Headteacher, Quality of Education and Deputy Headteacher Safeguarding.
- Pastoral guidance and support to students
- Creating an outstanding work environment for students
- Lead the Assistant SENCO is ensuring the provision and outcomes as laid out in pupil Education, Health and Care Plans, are embedded in classroom practice and teaching and learning.
- Together with the Assistant SENCO, ensure all Annual reviews of EHCP's are carried within the required timescales and changes implemented within school.
- Support the Headteacher by contributing to the overall leadership and management of the Academy to ensure that this is outstanding.
- To inspire and motivate staff, students, and our community to enable to become a beacon of excellence in the area with a reputation for Outstanding educational provision.

Key Responsibilities

Behaviour and Attitude

In consultation with the Headteacher

- To give a strategic lead on all matters relating to the management of student behaviour and attitudes. This will include:
- Lead the pastoral vision for the school.
- Lead, direct and manage The Behaviour Support Team.
- Encourage students' engagement with the education process by supporting outstanding behaviour.
- Oversee analysis of behaviour and SEMH outcomes and action plan accordingly.
- Work with the Assistant Headteacher for Attendance to support good attendance and attendance interventions across the School.
- Identify teachers' professional development needs in relation to behaviour management and lead training as required.
- Set, develop and implement policies, plans, targets, practices and procedures related to behaviour management systems, including the Academy Behaviour Policy and Anti-Bullying Policy.
- Guide and motivate the Behaviour Support Team, addressing any training and development needs.
- Ensure the highest professional standards are maintained within the School in communication with parents and carers and outside agencies, including the police.
- Lead actions to follow up concerns about the behaviour of students travelling on LA

Transport to and from the Academy.

- Chair meetings and set agendas for Behaviour Team meetings.
- Work with the Senior Leadership Team to formulate aims, objectives and strategic plans for the pastoral area, reflecting the needs of the School.
- Keep up to date with national developments in the pastoral area and attend relevant training.
- Monitor student behaviour and provide data for the Senior Leadership team and the Academy Council
- Co-ordinate the effective implementation of the Academy's Behaviour Policy.
- Develop the skills of staff within the school and ensuring that there are coherent processes and consistent practice across the School.
- Provide rapid response to the Academy staff using and having responsibility for the on-call system and duty roles, including supervision of students in the community.
- Provide therapeutic support to pupils who struggle to engage with classes and staff in cooperation with the SEND and Behaviour support teams, with the aim of re-engagement in class.
- Plan and direct a programme of reward for young people in school to promote a positive ethos where students are proud of their achievements.
- Embed School rewards system ensuring consistency throughout in year groups, sites and staff.
- Embed whole school monitoring of student rewards, analyse data regularly and ensure appropriate rewards are put in place.
- Provide appropriate CPD for staff to ensure that students are rewarded where necessary.
- Promote the importance of rewards in School build a positive ethos where students feel proud of their achievement.

Qualities and Knowledge

Under the direction of the Headteacher and Deputy Headteacher

- Support the headteacher with the day-to-day management of the school
- Communicate and demonstrate the school's vision compellingly and support the head teacher's strategic leadership
- Lead by example, focusing on providing excellent education for all pupils
- Lead on whole-school strategies and policy areas
- Build positive relationships with all members of the school community, demonstrating positive attitudes to them
- Ensure that knowledge on developments in education are maintained.
- Demonstrate leadership capability in accordance with the Trust values.
- Undertake and seek training and continuing professional development to meet personal needs.
- Demonstrates creative, effective approaches to learning and teaching, responsive to the needs of the pupil community.
- Demonstrates a culture that supports and facilitates pupil engagement in, and ownership of, their own learning.
- Supports the implementation of strategies improve the quality of teaching and learning across all schools to ensure it is consistently strong enough to raise standards.

Pupils & Staff

Under the direction of the Headteacher

- Ensure ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.

- Ensure excellent teaching in school, including training and development for staff.
- Establish a culture of 'open classrooms' as a basis for sharing best practice.
- Create an ethos within the school where all staff are motivated and supported to develop their skills and knowledge.
- Identify and support emerging talents, providing coaching and support for current and aspiring leaders.
- Direct, question and support staff in order that they can deliver outstanding teaching, professional conduct and practice.
- Commit to their own professional development, proactively identifying development opportunities.
- Participates in the holistic focus on pupil achievement, using data and benchmarks to monitor progress in every child's learning.

Systems and processes

Under the direction of the Headteacher

- Ensure the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour.
- Implement and undertake systems for managing the performance of all staff, addressing any underperformance, in accordance with policies and procedures, supporting staff to improve and valuing excellent practice.
- Work with the Trust and Academy Council where appropriate.
- Support strategic, curriculum-fed financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the School when required.

The self-improving school system

Under the direction of the Headteacher

- Create an outward-facing school, which works with other schools within and outside the Trust and organisations to secure excellent outcomes for all pupils.
- Develop effective relationships with fellow professionals.
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Work with other schools and organisations - in a climate of mutual challenge, where each pupil is championed to ensure they reach and secure their unique potential and achieve excellence.
- Shape the current and future quality of teaching, ensuring sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others by ensuring the Trust values and the school ethos are at the forefront of education delivery.

Accountability - Pastoral

- Establish and implement whole-school systems for pupil behaviour and SEMH development
- Conduct pupil voice surveys to ensure that they feel happy and safe in school, champion

- the importance of pupil voice to other members of the senior leadership team.
- Provide staff with training and support in order that they can play a part in enhancing pupils ability to regulate and manage emotions and behaviours
- Promote and evaluate the effectiveness of the school's behaviour policy and strategies
- Analysing whole-school data on behaviour, suspensions, wellbeing to inform future improvement strategies.

Other General Responsibilities

- Represent the agreed values and vision of the Senior Leadership Team to the school community and be seen to be translating the school vision and values into practice.
- Demonstrate and role model constructive leadership behaviours.
- Promote, contribute to, and lead any staff INSET or induction as may be required.
- To support and encourage staff at all levels and have concern for their welfare.
- Lead school assemblies as required.
- Organise, attend and assist with major school events as required
- Help to maintain standards of pupil dress, punctuality etc.
- Performance Management of staff (including the leadership of appraisals and other official processes as required)
- Contributing to the school development plan, implementation and review
- School holidays on call rota and working during school holidays as required to fulfil one's responsibilities
- Undertaking any other duties which fall within his/her capabilities and which may reasonably be required by the Headteacher

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take overall responsibility for promoting the safety and welfare of all pupils.
- Create an organisational culture which is vigilant to and monitors and prioritises the safeguarding of pupils above all considerations.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to including Prevention

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- Qualified Teacher Status
- Degree educated
- Evidence of regular and appropriate professional development towards a leadership role.
- Evidence of recent management development

Experience / Knowledge / Skills

- Understanding of high-quality teaching, and the ability to model this for others
- Successful middle leadership experience in a secondary or special school
- Teaching experience within a similar educational setting
- Line management experience
- Experience of contributing to staff development
- Skills in supporting others to improve
- Knowledge and skills in data analysis and the ability to use data to set targets and identify areas to improve.
- Effective communication and interpersonal skills
- Ability to communicate the school and Trust vision and inspire others
- Ability to raise achievement and achieve excellence
- Ability to build effective working relationships inside and outside of the school.

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
Motivate and inspire		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.
Reflection		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.
Secure accountability by giving tools to succeed by...		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

JC 13.08.2024

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.