

Job Specification Assistant Headteacher (Behaviour & Attitudes)

Qualifications:

Qualified Teacher Status (QTS) and a strong academic background

Professional Development:

- Evidence of continuous professional development (CPD) related to behaviour management, pastoral leadership, and student wellbeing.
- Evidence of keeping up to date with educational thinking and knowledge
- A strong commitment to the quality professional development of staff
- The drive to develop others' capabilities and help them realise their full potential

Experience:

- Substantial experience in a leadership or senior pastoral role in a secondary school with a focus on behaviour management, student attitudes, and attendance (at least 3 years at a middle leadership level or higher).
- Proven experience of improving student behaviour, attitudes, and attendance across a large cohort, with clear evidence of impact in these areas (e.g., reduction in exclusions, improvements in attendance, behaviour points, etc.).
- Track record of designing, implementing, and evaluating strategies to raise standards of behaviour and attitudes, ensuring these are sustained and measurable.
- **Experience in working with vulnerable students** and those with special educational needs or behavioural challenges to improve their engagement, attendance, and behaviour.
- **Experience of collaborating with external agencies** (e.g., local authority, social services, youth services) to support students and families.
- Experience in **leading staff training** on behaviour management, restorative practices, or related areas
- Successful teaching experience in the secondary phase

Special Knowledge and Skills:

- High level communication, organisational and management skills
- The ability to evaluate colleagues' work and provide supportive feedback securing improvement
- The ability to secure improvement in provision supported by the ability to analyse and interpret data effectively
- The ability to set clear expectations and hold others to account for their performance, and challenge underperformance
- The ability to establish a positive ethos with a commitment to high achievement for all students
- Ability to enable and empower others

Knowledge and Understanding

- In-depth knowledge of national and local policies relating to behaviour, attendance, safeguarding, and student welfare, with the ability to implement these within the context of the school.
- Understanding of child development and behaviour management theories and their application in a school setting.
- Knowledge of restorative practices and other evidence-based approaches to improving student behaviour.
- Understanding of the challenges facing disadvantaged students and the ability to implement strategies that address these issues effectively.
- Awareness of the impact of behaviour on academic achievement, and the ability to promote high expectations for both academic and personal development.

Personal Qualities:

- Commitment to promoting a positive, inclusive school culture where all students are valued and supported to succeed.
- Resilience and the ability to remain calm and effective under pressure, particularly in challenging or high-stakes situations.
- Empathy and emotional intelligence, with the ability to build strong, trusting relationships with students and staff.
- **Proactive and solution-focused** approach to problem-solving, with a clear commitment to improving outcomes for all students.
- High standards of professionalism and personal integrity, acting as a role model for students and staff.

Desirable Criteria

- Experience with or qualification in restorative justice practices or other alternative behaviour management strategies.
- Experience of leading whole-school initiatives related to character development, mental health, or student well-being.
- Knowledge of digital tools and software for tracking and managing student behaviour and attendance.

Other Requirements

- Commitment to safeguarding and promoting the welfare of children and young people.
- Enhanced DBS check (Disclosure and Barring Service).
- Ability to work flexibly, including evenings for parent meetings or events when necessary.
- Good humoured, warmth and moral purpose
- The skills to work with hard to reach parents and members of the community
- An unequivocal positive role model to staff and students.

This **Person Specification** outlines the key qualifications, experience, and skills required for the Assistant Headteacher role, focused on Behaviour and Attitudes. The ideal candidate will demonstrate a proven ability to manage and improve behaviour, attendance, and attitudes across a diverse student body, and will have a passion for supporting students to achieve their full potential in a positive and inclusive school environment.

Evidence from Application, Reference and Interview