

# Assistant Headteacher – Behaviour & Attitudes

Recruitment Information for Candidates



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Dear Applicant

Thank you for expressing an interest in joining The Basildon Academies.

Student welfare, academic progress and achievement is at the heart of everything we do at our Academy.

Our Academy vision is to drive:

- Social Mobility - equality of opportunity for our young people to succeed
- Moral Purpose - resilient positive decision makers
- Cultural Capital - equity of opportunity and life experiences
- Spiritual Awareness - reflective citizens and active curious learners

The Academy offers students the unique opportunity to begin their learning journey at our Key Stage 3 Lower Academy, and complete it at our Key Stage 4 & 5 Upper Academy.

Our Key Stage specialist sites enable us to offer our students age appropriate curriculum choices, support, challenge and enrichment.

We recognise the power and impact that quality enrichment can have on young lives and minds. Our enrichment programme is an essential and valuable part of our school day. All students engage in an enrichment of their choice each day as part of their curriculum.

The age appropriate enrichment curriculum supports a 'Passion for Learning' in Key Stage 3, a 'Passion for Purpose' in Key Stage 4 and a 'Passion for Life' in Key Stage 5. Our enrichment curriculum builds student resilience, self-esteem, sense of belonging and love of learning. It provides equity of opportunity, stretch & challenge, employability skills and broad experiences supporting our student cultural capital and social mobility.

Our two academy model offers our Year 7 intake a guaranteed future place in our growing and thriving Sixth Form.

The Basildon Academies Sixth Form offers personalised curriculum pathways, tailored to individual needs and aspirations. Strong support networks alongside quality teaching ensure academic success and preparation for university or the workplace.

Yours sincerely



Mr G. Smith B.Ed (Hons), NPQH  
Chief Executive Officer



Leading Parent  
Partnership Award

The Basildon Academies are two state of the art Academies based in Essex, just 35 minutes from London and approximately 1 mile apart. We are unique in the way the academies are set up with The Lower Academy specialising in the teaching of our students aged 11-14 whilst the Upper Academy specialises in our 14-19 year old students.

**The Lower Academy** is focussed upon developing the whole child; our curriculum has been developed to enable our students to develop their knowledge, understanding and skills so that they will become lifelong learners. This includes opportunities for linguistic, mathematical, scientific, technical, human, social, physical and artistic learning so that students make progress in a wide range of subjects. The Lower Academy offers a supportive and nurturing environment to allow our students to find their adult feet as they become fully prepared for their transition to the Upper Academy.



**The Upper Academy** is focussed upon creating the best environment and conditions for all students to fully achieve their true potential, make at least expected progress and attain the very best grades they can in their final exams. The range of courses on offer allows students to become specialised in their favourite target areas and at the same time retain the very strong focus upon gaining good qualifications in maths, English and science at GCSE level.



Our strong Sixth Form is a major part of the Upper Academy with the structure modelling itself on developing independent learning skills like those seen in universities which allows students to continue their studies in their specialist subject areas. Students are very much encouraged to become mature adults being engaged in many aspects of the life of the academy which further develops those much needed skills to go on into university or the world of work.

## **Job Title: Assistant Headteacher**

### Generic details:

The Assistant Head is responsible for supporting the Deputy Head and Headteacher in the leadership of the Academy on a day-to-day basis, and in formulating and putting into effect the key policies and practices which ensure that the Academy's strategic aims are achieved. All members of the SLT play a key role in the strategic development of the academy, supporting the Headteacher in creating a long-term vision and in implementing policies and procedures on a day-to-day basis. Each Assistant Headteacher holds a defined portfolio but contributes fully to the collective senior leadership and whole school development.

### The role involves:

- Developing, implementing and leading on strategies which enable the academies to achieve their targets and strategic aims.
- Role modelling professional standards, team ethos and higher-level communications, leadership and management skills.
- Reporting, auditing and analysing responsibilities and outcomes to make recommendations, draw conclusions and devise strategies to lead to improvements.
- Leading, coordinating, managing and performance managing staff and resources.
- Promoting and ensuring the promotion of Equal Opportunities and Child Protection as a fundamental aspect of all roles and practices in the academies.
- Any other appropriate and reasonable responsibilities in keeping with the level of the post and the requirements of the organisation.
- Assessing and managing risk to ensure that problems are identified in good time and that a range of appropriate solutions are developed and deployed.
- Modelling high- quality classroom practice, consistency and expectations
- Modelling professional conduct and expectations
- Contributing directly to the school's culture of excellent teaching and learning
- Playing an active role maintaining strong attendance, reinforcing that high attendance is a core safeguarding behaviour and achievement priority. Assistant Headteachers model expectations and follow up and support staff consistently
- Visible leadership and Climate for Learning, Assistant Head teachers contribute to on-call, lesson visits, behaviour walk-throughs and occasional cover. Providing visible leadership to maintain a calm, purposeful learning environment
- Assistant Headteachers will lead on strategies to drive student progress and improve learning, working within the policy and procedural structures established by the Headteacher. The post involves setting the standards for middle

leaders, monitoring and evaluating planning and practice across departments to achieve academy targets. An important strand of this post is directly leading strategies for interventions.

Leadership Roles require the member of staff to play a full role in duty schedules: before, after and during the standard school day. Leadership roles require that the person should meet the standards and skills required for the following posts, role modelling them to more junior staff.

Assistant Headteachers will be allocated a specific area of responsibility, this area is subject to change based on operational need.

### **Core Responsibilities – Behaviour & Attitudes**

Behaviour Ethos/Leadership	<ul style="list-style-type: none"> <li>• Lead all aspects of behaviour policy, systems and routines</li> <li>• To promote a clear vision and ethos for the Academy.</li> <li>• Ensuring a calm, safe and purposeful learning environment.</li> <li>• Promoting strong student wellbeing and engagement and encouraging positive attitude aligned with the whole school KPI's relating to safety, behaviour, values, culture and student participation.</li> <li>• Oversee sanctions, rewards, restorative approaches and relational practice</li> <li>• Identify patterns and implement targeted interventions</li> <li>• Oversee OSD requests.</li> <li>• Panel applications for the Enhanced Provision.</li> <li>• Access external agencies for interventions as required and monitor progress.</li> </ul>
Strategic Leadership	<ul style="list-style-type: none"> <li>• Contribute to the whole school strategic vision, culture and improvement planning</li> <li>• Model strong professional behaviour, integrity and high expectations</li> <li>• Produce behaviour- related reports for Executive Leadership team, governors and the Trust</li> </ul>
Behaviour, Climate & Culture	To lead the whole school behaviour strategy to achieve behaviour related KPI's including: <ul style="list-style-type: none"> <li>• Reduction in fixed terms suspensions (FTS) in line with national data</li> <li>• Ensure students feel safe in school, evidenced in surveys</li> <li>• Positive year on year improvements in behaviour and attitudes survey markers</li> <li>• Increased rewards and recognition</li> <li>• Implementation and monitoring of behaviour and curriculum linked to school values</li> <li>• Use of analytics for behaviour trends and targeted interventions</li> </ul>
Students Attitudes, Engagement & Personal Development	Lead culture and expectations around effort, positive attitudes to learning and preparedness Oversee KPIs relating to: <ul style="list-style-type: none"> <li>• Student leadership and representation</li> <li>• Values led initiatives</li> <li>• Voting opportunities</li> </ul>
Visible Leadership	<ul style="list-style-type: none"> <li>• Participate in on-call, corridor, lunch and social time duties</li> <li>• Conduct behaviour, culture walkthroughs and climate checks</li> <li>• Support daily consistency and contribute to 100% Quality First Teaching climate expectations</li> </ul>
Safeguarding & Inclusion	<ul style="list-style-type: none"> <li>• Uphold statutory safeguarding duties</li> <li>• Work closely with pastoral, SEND and safeguarding teams to remove behavioural or culture barriers to learning</li> <li>• Ensure behaviour systems promote inclusion and equity for all pupils</li> </ul>
Quality Assurance	Lead QA cycles for behaviour, attitudes and culture learning: <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Behaviour deep dives</li> <li>• Tutor programme audits</li> <li>• Surveys &amp; evidence collection</li> <li>• Monitor track and report on behaviour KPIs to SLT, governors and Trust</li> </ul>

Line Management	<ul style="list-style-type: none"><li>• Line manages pastoral teams such as Heads of Year/Houses and Student Development Champions.</li><li>• Deliver CPD on routines, relationships, consistency, behaviour curriculum, expectations and restorative practice</li></ul>
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## Application Procedure

- i. Read carefully all the information about this post
- ii. If you have any questions, please telephone or email our Recruitment & Cover Coordinator, Olivia Faustino on 01268498683 or email [recruitment@basildonacademies.org.uk](mailto:recruitment@basildonacademies.org.uk)
- iii. Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet. Please note that your application form will be photocopied for the Selection Panel, therefore clarity is essential. It is important that you do not leave any gaps in your career history – any gaps in employment should be fully explained please.
- iv. Send your completed application form by email (if downloaded from our website) or through the post to:

[recruitment@basildonacademies.org.uk](mailto:recruitment@basildonacademies.org.uk)

Olivia Faustino  
Recruitment Coordinator  
The Basildon Academies  
Wickford Avenue  
Pitsea, Basildon  
Essex, SS13 3HL

## Appointment Process

- i. Suitable applications will be shortlisted for interview (as quickly as possible)
- ii. If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. It is therefore important that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.

The Basildon Academies are committed to supporting colleagues with disabilities. If you have a disability, please give details of adjustments you require for the selection process or to do the job itself.

## Pre-employment Checks

The Basildon Academies is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered “spent”.

The successful applicant will also be required to:

- Provide details of two referees who know you in a professional capacity, if at a school, one of which must be your current Headteacher. It is our usual policy to take up references BEFORE interviews where possible. Employment is conditional on these references being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK
- Complete a Medical Declaration and receive fitness to work.

### **Equal Opportunities**

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion, will not be tolerated.

### **Recruitment monitoring information**

The Basildon Academies are committed to ensuring that applicants are selected for appointment on the basis of their ability relevant to the job. Completion of the Recruitment monitoring information form is not compulsory but will help us to ensure that our policy and procedures are effective in avoiding discrimination and promoting equal opportunities in recruitment. The information you provide will be used for monitoring and statistical data purposes only and will not be seen by the short listing panel.

The Basildon Academies are committed to safeguarding and promoting the welfare of children and expect their staff to share this commitment.



