



JOB PROFILE

Job Title:	Assistant Headteacher – Behaviour & Learning Culture	School/Department:	Crawshaw Academy
Salary Grade:	L11 - L14	Working Hours:	Monday – Friday
Contract Type:	Permanent	Location:	Pudsey, Leeds

Responsible to: Deputy Headteacher (Student Experience)

Role summary:

The role of Assistant Headteacher – Behaviour & Learning Culture (AHTB) is a vital one for the Academy providing leadership for our Pastoral Team working consistently to improve behaviour and attitudes to learning across a diverse student body.

We are seeking a passionate, determined leader with proven ability to manage and positively influence the behaviour of others, motivating staff and students to achieve their full potential in a positive and inclusive environment.

You will lead and contribute to all aspects of behaviour working closely with the Deputy Headteachers and other senior leaders and staff across the Academy and our wider Trust to ensure the safety, welfare and wellbeing of our students.

Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.

Special conditions of service:

No smoking policy, including e-cigarettes.

Role specific responsibilities:

General Responsibilities:

- In partnership with the wider Senior Leadership Team, to lead on achieving or surpassing the Academy key performance indicators and targets for student behaviour.
- To ensure the Academy demonstrates continuous, rapid improvement.
- To secure the commitment of all staff and students of the Academy to its vision, priorities, and the expectations set out in the Academy Development Plan.
- To model values and behaviours expected of those in the Academy to promote our core values and expectations in the language, policies and practices of the Academy.



- To inspire by example, setting high standards of leadership in support of pastoral care.
- To work collaboratively with the Senior Leadership Team to determine policy, strategy, to evaluate and prepare action plans with regard to the development of the Academy.
- To lead and develop high-performing teams and to take responsibility for leadership and development of middle leaders.
- To lead and challenge behaviour and pastoral support for the Academy aligned with our priorities and to support the Academy's culture.
- Ensure a culture of high ambition from all students, well equipped in demonstrating the highest standards in self-regulation and positive behaviour.
- Work with leaders of the Personal Development curriculum, integrating a 'Behaviour Curriculum' into the overall learning experience for all students.
- Incorporate best practice for behaviour and attitudes, from across the system, to better meet the needs of students at Crawshaw Academy. Developing a bespoke behaviour system and policy that is graduated, proportionate and promotes positive choices from all students.

Main Duties

- To be answerable to the Deputy Headteacher (Student Experience) for the smooth running of all behaviour aspects of the Academy.
- To be responsible for leading, managing and developing the quality of the behaviour curriculum across the Academy.
- To be responsible for leading, managing and developing the effectiveness of the Pastoral Team and supporting systems (Phase Leaders, Heads of Year).
- To coordinate an effective approach to supervision across the Academy at unstructured times such as before school, break time and lunch time.
- To work alongside the Headteacher and Deputy Headteacher (Student Experience) to ensure that suspensions and internal exclusion are used appropriately and in line with Academy policy.
- To work alongside the Assistant Headteacher (Attendance) in leading, managing and developing the Academy's priorities of improving behaviour to support attendance and punctuality.
- To work closely with our onsite Alternative Provision (Pathways) and effectively facilitate a variety of alternative provision pathways best suited to the needs of students and in line with a graduated pastoral response.
- To manage effective curriculum adjustments/reductions for pupils in exceptional circumstances.
- To support all staff in developing their knowledge and practice in responding to and understanding of pupil behaviour and undertaking/delivering appropriate training.
- To develop, implement and maintain a continuing staff development programme that effectively supports the objectives outlined above.
- To line manage key staff involved in the implementation of strategies that support the areas outlined above.
- To be involved in parents' evenings throughout the year ensuring effective communication between home and the Academy.
- To work closely with the KS3 Phase Leader/Year 7 Leader and Admissions & Inclusion Administrator in ensuring an effective and supportive transition from Primary School.



Strategic Direction and Planning as a member of the Senior Leadership Team

- To contribute to leadership and management activities and attend and participate in relevant leadership meetings and implement Academy policies and strategic planning as required by the Headteacher/Deputy Headteachers.
- Prepare, monitor and review of annual departmental plans and production of detailed costings as appropriate to inform whole school planning.
- To ensure a relentless and continuous Academy-wide focus on behaviour, and to monitor classroom practice and the impact of behaviour on the progress in every student's learning.
- To ensure that learning and achievement is at the centre of strategic planning and resource management.
- To establish creative, responsive and effective approaches to behaviour and ensure a culture and ethos of encouragement and support where all students can achieve success and become engaged in their own learning.
- To implement strategies which secure high standards of behaviour across the Academy.
- To challenge underperformance at all levels and ensure effective corrective action and sustained follow-up.
- Have a clear understanding of the Academy Development Plan and work with the Senior Leadership Team to develop priorities.
- Be responsible for collating evidence for specific sections of the Academy's self-evaluation (SEF).
- To ensure that all Academy policies are implemented consistently by all staff.
- To carry out other duties as are reasonably assigned by the Headteacher.
- To support the Headteacher in safeguarding and promoting the welfare of children.
- Update the Headteacher and Governing Body on the effectiveness of behaviour improvement strategies.

Leadership and Management

- Represent the Academy to external bodies, such as Ofsted, and contribute to the writing of self-evaluation and inspection documents
- Contribute to the overall leadership and management of the Academy as a key member of the Senior Leadership Team
- Take a lead role in developing policies and procedures that pertain to pastoral support.
- Lead and manage the Pastoral Team to ensure efficient and effective deployment of staff and resources.
- Act as a role model for staff and students, upholding the Academy's values and ethos.
- Participate in the recruitment process and induction, support and monitoring of new staff and initial teacher training students.
- Develop understanding amongst staff of behaviour improvement strategies and the importance of raising achievement among students.
- Lead CPD, and other training, regularly and where appropriate; this may include chairing and being a part of working parties.
- Provide leadership in the development and management of behaviour and work closely with the Assistant Headteacher of Inclusion/SEN to support key groups of students e.g. (SEN, disadvantaged and those on the Child Protection Register).



- Development, motivation and performance management of members of staff to ensure clear expectations of their roles and promote teamwork and importance of effective relationships to ensure high-performance standards are achieved and maintained.
- To support and challenge team members including underperformance and ensure they are given constructive feedback, including strengths and areas for development.
- Identify the training needs of self and others within the Pastoral Team ensuring that they are appropriately met and that all staff are active in their own personal and continuous professional development.
- To work with all staff so that there is consistency of staff expectations.
- To develop effective skills of communication so all staff within the department feel they have a significant role to play.
- Organise effective team meetings with relevant agendas centred around behaviour and student progress.
- Respond to day-to-day operational requirements within the Pastoral Team such as deployment of staff for duty posts/patrol.
- Disseminate best practice in managing behaviour across the Academy.
- Identify resources needed to meet the needs of students with behavioural challenges and advise the Headteacher of priorities for expenditure.
- Ensure compliance with legislation, duties and evidence to meet the requirements for external inspectors, auditors and quality reviewers.
- Embed robust tracking and report systems for self-assessment of performance and quality improvement of all aspects of behaviour.
- Establish and maintain communication with parents, carers, and develop strong links with the wider community including other schools within the Trust and other agencies/organisations that are influential in the lives of students.
- To carry out the duties of a Deputy Designated Safeguarding Lead and ensure that the Academy fulfils all statutory safeguarding requirements. (Part of a wider team)

Staff and Resources

- Contribute to the management of the Academy's financial and physical resources including the preparation of applications to access additional funding.
- Contribute to the management of learning spaces and ensure that all learning and office areas are properly cared for and used creatively and appropriately.
- Implement Academy and departmental policies.
- Responsible for departmental planning and development.
- Be able to direct and co-ordinate the Pastoral Team.
- Ensure that all staff across the Academy are made aware of the needs, potential behavioural challenges and suggested strategies of overcoming them.

Other Duties

- Promote and participate in extra-curricular and immersion day activities.
- Ensure Health and Safety issues are properly understood, and procedures adhered to (including risk assessments).
- Ensure that all safeguarding policies and procedures are adhered to.
- Undertake other appropriate duties as directed by the Headteacher/Deputy Headteachers.



- Working with the leadership team, ensure the relevant policies linked to the role are up to date.
- To help create and maintain a positive and happy well-ordered community environment.
- To play a full part in maintaining and developing equal opportunities within the Academy.
- To facilitate behaviours that support and contribute towards developing the Academy's values.

RK People responsibilities:

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile, but which is in line with the general scope, grade and responsibilities of the role.

Our Trust Mission
Nurturing ambition, delivering excellence and enriching children's lives.

Our Trust Values

- Collaboration**
We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.
- Integrity**
We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.
- Respect**
We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

Our Trust Goals

- We champion learning**
Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.
- We promote wellbeing**
Ensuring the wellbeing of every child and member of staff in our Trust.
- We invest in our people**
Supporting every member of staff throughout their career to be the best that they can be.
- We innovate with technology**
Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.
- We are our Trust**
Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.

PEOPLE PROFILE

Aptitudes and Characteristics	Essential	Desirable
Reliability, integrity and commitment	*	
Skilled classroom practitioner	*	
Highly effective communication skills	*	



Ability to work constructively as part of a team and relate positively with colleagues and build effective working relationships with colleagues and other stakeholders	*	
Capacity to evaluate and improve	*	
Competent in ICT including knowledge & application of Management Info. Systems	*	
High level of skill in dealing with issues relating to student behaviour	*	
Ability to be able to forge and maintain educational partnerships	*	
Ability to analyse performance data	*	
Ability to contribute to wider school life.	*	
Passionate belief in the ability of every student to achieve	*	
Ability to communicate a clear vision of improving behaviour and standards	*	
Good organisational skills and high levels of self-motivation	*	
Energy, self-confidence and the ability to 'give more' when the occasion demands it	*	
Ability to work under pressure and to meet deadlines	*	
Good sense of humour & ability to maintain a sense of perspective in all working conditions	*	
Record of good attendance and punctuality	*	
Leadership and Management		
Successful leadership and management experience in a school or other relevant organisation	*	
Resilience and motivation to lead the Academy through day-to-day challenges whilst maintaining a clear strategic vision, staying positive and focussing key priorities	*	
An effective leadership style that inspires confidence in those they lead, and which motivates others to participate and go the extra mile	*	
Versatility and flexibility in terms of one's own and others leadership styles	*	
Able to lead by example in promoting the Academy's vision and values to all stakeholders	*	
Experience of handling a large amount of sensitive data and upholding principals of confidentiality	*	
Qualifications, Knowledge and Experience	Essential	Desirable
Degree level qualification and qualified teacher status	*	



Successful experience of leading, motivating and monitoring other members of staff	*	
Experience of more than one school/academy		*
Successful experience of raising standards at middle management level	*	*
Successful experience of managing whole school/academy improvement in a secondary school/academy.	*	
Successful experience of monitoring behaviour	*	
Experience of managing students with challenging behaviour	*	
Experience of working with vulnerable students		
Experience of working with outside agencies (e.g. local authority, social services) to support students and families	*	
Designated Safeguarding Lead Training in line with DSL responsibilities	*	
Safeguarding and Promoting the Welfare of Students	Essential	Desirable
Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge and responsibilities of schools and other agencies	*	
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	*	

