



AYLESFORD SCHOOL WARWICK

Job Description – Assistant Headteacher of Behaviour & Pastoral

Post: Assistant Headteacher - Behaviour & Pastoral

Grade/Scale: L11 – L15

The post holder is responsible to the Head of Secondary

This job description may be amended at any time, following consultation between the post-holder. This job description should be read in conjunction with the contractual requirements and responsibilities set out in the School Teachers' Pay and Conditions Document.

General responsibilities

All members of our School Leadership Team assist the Headteacher in sustaining high expectations by promoting a culture of optimism and excellence where all members of the school community feel empowered to achieve their potential. To ensure the best possible educational outcomes for our young people, all staff are required to act as appropriate role models by discharging their professional responsibilities to the very highest standard.

Specific Post Holder responsibilities

The post holder is responsible for the effective operation of the school's behaviour policy. By working closely with senior colleagues within the leadership team, they will take personal responsibility for the following specific areas:

1. To support the school leadership through the deployment of effective systems that inspire and sustain a culture of positive relationships and behaviours.
2. To develop and manage the school's Pastoral and Behaviour Provisions.

Strategic Direction

- Provide strategic whole-school leadership by supporting the implementation of the school's strategic plan, contributing to the raising of standards, and articulating the school's core purpose, vision and values so they are understood, shared and enacted by all pupils and staff.
- Shape and sustain the school's ethos and culture by fostering a positive, inclusive and aspirational environment in which all students can access a broad, balanced and enjoyable curriculum that supports both personal development and academic achievement.
- Ensure the school is outward-facing and self-improving through robust self-evaluation, risk identification and mitigation, and the effective use of global, national and local data, research and inspection evidence, while representing the school with parents, the community and external agencies to the highest professional standards.

Specific responsibilities relating to student behaviour attitudes:

- Provide strategic leadership for behaviour, attitudes and Pastoral Care, ensuring accountability systems and improvement strategies are student-centred, evidence-informed and have demonstrable impact, while keeping abreast of local and national educational developments and ensuring effective dissemination of best practice.
- Create and sustain a safe, calm, orderly and inclusive school environment, characterised by values, by setting and modelling high expectations for behaviour, uniform, conduct and routines across all aspects of school life, and by ensuring consistent and fair application of the school's behaviour policy by all staff.



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- Lead the school's behaviour culture and curriculum, promoting positive relationships and belonging, proactively preventing bullying and discrimination, and encouraging high standards of behaviour through clear rules, routines and adult role-modelling.
- Support and develop staff capacity to manage behaviour effectively, providing expertise in prevention, de-escalation and response to challenging behaviour, promoting empathy, emotional intelligence and understanding of individual needs, and leading targeted CPD to strengthen whole-school practice.
- Monitor, analyse and evaluate behaviour patterns, rewards and trends, using data and professional judgement to inform strategic decision-making, refine interventions and improve outcomes for pupils from all backgrounds.
- Oversee suspension and reintegration processes, advising on the lawful, proportionate and justified use of suspensions, leading reintegration following suspension, and developing effective alternatives to suspension that minimise disruption to learning.
- Ensure inclusive and effective provision for pupils with complex needs, through the strategic management of the Inclusion Centre, alternative and off-site provision, move transfers and Fair Access Protocols, working closely with the SENCO, Assistant Headteacher – SEND and other senior leaders to secure positive outcomes.

Leading and managing staff

- Line manage and develop the pastoral and inclusion team, including Heads of Year, and behaviour team motivating, supporting and challenging staff to secure continual improvement in behaviour and pastoral practice.
- Engage constructively with external bodies, partner schools and professional networks to strengthen pastoral provision and share best practice

Specific responsibilities relating to Pastoral Care:

- Develop and sustain high-quality pastoral practice, leading the development, implementation and review of pastoral policies; sharing evaluations of pedagogy; coaching, mentoring and motivating staff; and leading INSET and in-house professional learning for teaching and support staff to strengthen support for students.
- Promote a positive school ethos and strong partnerships, ensuring effective oversight of pastoral provision, meaningful opportunities for student voice, constructive engagement with parents, governors and external agencies, and productive professional relationships that enhance outcomes and the school's reputation.
- Ensure effective operational delivery of pastoral provision, including the deployment of human and physical resources to secure best value, undertaking risk assessments and liaising on health and safety matters, supporting consultation evenings and whole-school events, and participating in relevant internal and external professional meetings.

General leadership responsibilities

- To assist the Headteacher in shaping the vision and direction of the school, setting out high expectations and with a clear focus on student outcomes.
- Support the Headteacher with HR-related activities, including participation in staff investigations, disciplinary and grievance processes, as directed, ensuring all matters are handled professionally, confidentially and in line with school policy and employment legislation.
- To inspire, motivate and influence students and staff, taking a lead role in maintaining the highest possible standards of teaching, learning and behaviour.
- To play a significant role in formulating the School Improvement Plan (SDP).
- To ensure school day systems are effective and followed.
- To participate in and lead staff CPD.
- To provide support and guidance to school leaders and other staff.
- To ensure that all students across the full ability range have maximum support and opportunities to reach their full potential.
- To play a lead part in the community of the school.



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- Collaborate as a member of the Leadership Group to build and realise the shared vision of excellence and high standards for all students.
- Maximise the effectiveness of all stakeholders in promoting an inclusive school ethos.
- To play a major role in determining the future behaviour strategy for Aylesford School.
- Develop effective and transformational leadership and management across the school.
- To attend leadership meetings as appropriate.
- To participate in duties to ensure the smooth running and supervision of the school.
- To ensure appraisal is rigorous, links clearly to the staff personal development and whole-school professional development.
- To demand ambitious standards, expectations and aspirations for all pupils.
- Contribute to achieving the school's vision by providing effective strategic and operational leadership.
- To undertake the professional duties of an Assistant Headteacher as reasonably delegated by the Headteacher.

Signed:

Employee: _____

Date: _____

Headteacher: _____

Date: _____