



# The Charter School East Dulwich

## **Job Description: ASSISTANT HEADTEACHER - BEHAVIOUR**

**Pay scale: Leadership Spine 12 - 16 (Inner London)**

**Hours: Full Time**

**Line Managed by: Deputy Headteacher Pastoral**

The Assistant Headteacher Behaviour has strategic leadership and implementation oversight of Student Culture across Key stage 3 to 5. The postholder has the responsibility to drive, lead, and quality assure the impact of staff work on Pastoral Programmes and Behaviour. The post holder works in collaboration with the wider senior leadership team, to ensure an excellent pastoral provision across all subjects and year groups, where every child enjoys learning and is supported to be highly successful.

### **Purpose and core responsibilities:**

To assist the Headteacher in ensuring the achievement of the highest possible educational standards and attainment, through design and delivery of an outstanding, comprehensive and engaging student culture programme across the school.

This will be achieved through the strategic and operational leadership of the core areas of :

#### **Implementation and Improvement in**

- Student Behaviour (Y7 - 13)
- Praise and Rewards Systems (Y7 -13)
- Student Culture report, data analysis and action planning
- Pastoral Curriculum (Behaviour) design
- Design and implementation of duties/rotas
- Staff 'student culture' training and modelling
- Quality assurance and ensuring consistency of student culture policies implementation
- Line Management of Senior Pastoral Manager, EDI Leads and linked Year Leader Roles

The role will work closely with the Assistant Headteacher for Inclusion, the Assistant Headteacher for Personal Development, the Assistant Headteacher for Student Progress and the SENDCo to align priorities, goals and implementation, enabling all students to achieve educational success. The role is line managed by the Deputy Headteacher Pastoral, who will quality assure work and ensure alignment of Assistant Headteacher work for maximum positive impact for students.

As part of the school senior leadership team and under direction of the Headteacher a core responsibility will be to deliver outstanding academic lessons in a specialist subject. As a senior leader, modelling outstanding practice in the classroom is paramount to the role.

Visible leadership through school duties, behaviour support, stakeholder engagement and a collaborative approach within the senior leadership team, is an essential responsibility for all Assistant Headteachers.

## **Role Responsibilities**

### **Leadership:**

- To be a proactive member of the Senior Leadership Team, contributing to strategic planning and decision making, leading staff training, groups and attending all relevant meetings, including Governing Body meetings
- To liaise effectively with the Leadership Team, Faculty Leaders, Subject Leaders, Year Leaders, Student Support Services, the Governing Body, external links and parents
- To deputise for the Headteacher and Deputy Headteacher and take responsibility for the day-to-day running of the school in their absence.
- To lead the development of Student Culture across the school in liaison with the School Leadership Team.
- To act in accordance with the Teachers' Pay and Conditions around general professional duties of staff on the Leadership Spine including patrols, duties and event attendance
- To drive effective positive school change through line management of staff and teams, developing staff and holding individuals and teams to account to ensure impactful outcomes for students.
- To have an active leadership role in Pastoral Leadership Team meetings in order to cascade, monitor and quality assure curriculum development and implementation
- To line manage allocated staff and provide effective support for them in developing and leading their areas of responsibility.
- To support the wider staff body in reducing workload, forward planning and efficient use of resource including school budgets.

### **Areas of responsibility:**

- Operational implementation and Improvements in Student Behaviour (Y7 - 13)
- Design and Delivery of Praise and Rewards Systems (Y7 -13)
- Student leadership, voice and communications (Y7-13)
- Student Culture report, data analysis and action planning
- Design and implementation of duties and rotas
- Staff 'student culture' training and modelling
- Pastoral Programme Lead including tutors, assemblies and Morning Meetings
- Quality assurance and ensuring consistency of student culture policies implementation
- Line Management of allocated roles

**General:**

- To actively promote the safety and welfare of our children and young people
- To maintain a presence around the school to ensure that the highest standards of behaviour are upheld
- To participate in any stakeholder facing requirements in line with collective expectation of the Senior Leadership Team
- To liaise with colleagues and external contacts at all levels of seniority with confidence, tact and diplomacy
- To work with Trust central team and other schools and leaders in the Trust network, to establish good practice throughout the network, offering support where required
- To carry out any duties and responsibilities assigned as reasonably directed by the Headteacher.

**Conditions of employment**

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The postholder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body.

S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers Pay and Conditions Document.

This job description is not an exhaustive list and you will be expected to carry out any other reasonable tasks as directed by the Headteacher. The postholder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and it may be subject to modification at any time after consultation with the postholder.

All staff must participate in the school's Appraisal process.

*The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.*

*The Charter Schools Educational Trust is committed to equality and diversity, and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other aspects of diversity.*

*We offer family friendly, flexible working arrangements, and staff networks to provide a supportive environment in the workplace where members can receive peer to peer support.*

| <b>Person Specification</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
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| <b>Qualifications</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <ul style="list-style-type: none"> <li>▪ Educated to degree level (Essential)</li> <li>▪ Qualified teacher with extensive experience in secondary school education</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Knowledge, Skills and Experience</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <ul style="list-style-type: none"> <li>▪ Experience of working with staff and students to improve behaviour and deliver praise and reward systems</li> <li>▪ Strong knowledge of Positive Discipline policies, Behaviour Frameworks and how to impact change</li> <li>▪ Knowledge and experience of pastoral programmes and the importance of student voice and engagement.</li> <li>▪ Experience of implementing change to a detailed, high standard, ensuring consistency and holding a range of staff to account for underperformance.</li> <li>▪ Knowledge and understanding of student attendance processes</li> <li>▪ The ability to work positively with families and students in challenge circumstances around school behaviour and engagement.</li> <li>▪ Strong understanding of data use to inform projects and impact monitoring</li> <li>▪ Experience and knowledge of engaging families in school life</li> <li>▪ A track record of excellent teaching and outcomes for students at GCSE and Alevel.</li> <li>▪ Experience of line management and effectively holding staff to account</li> <li>▪ Experience of leading a team effectively over a period of time to implement positive change</li> <li>▪ The ability to develop positive relationships with all young people</li> <li>▪ The ability to skilfully manage and maintain effective working relationships with stakeholders</li> <li>▪ The ability to manage several projects at once, prioritising to meet deadlines and work well under pressure</li> <li>▪ Strong IT, systems, administrative and organisational skills</li> <li>▪ Excellent written and oral communication skills.</li> <li>▪ Good knowledge of Safeguarding legislation and experience managing this within a pastoral role.</li> </ul>                                                                                                                                                                                                               |  |
| <b>Professional Leadership Behaviours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <ul style="list-style-type: none"> <li>▪ Genuine passion and a belief in the potential of every child, whatever their background or personal characteristics, and a clear understanding that all roles in the school, are focused on student achievement.</li> <li>▪ A robust awareness of keeping children safe, understanding how and when to take appropriate action.</li> <li>▪ Effective leadership and management style that encourages participation, innovation and develops colleagues' confidence and trust</li> <li>▪ The ability to work in close harmony with the Headteacher, senior leadership team and staff</li> <li>▪ The ability to inspire and develop the leadership skills of others as well as to learn from others</li> <li>▪ Excellent listening skills</li> <li>▪ Passion, energy, resilience, and optimism to lead the school through day-to-day challenges while maintaining a clear strategic vision and direction</li> <li>▪ A firm and constant belief in the unlimited potential of every student (particularly DA students, those from diverse backgrounds and those with SEND) and a genuine commitment to inclusive educational provision</li> <li>▪ The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to be flexible, to change, improve and develop</li> <li>▪ The ability to delegate appropriately and manage personal workload</li> <li>▪ Confidence, self-motivation and the ability to be decisive</li> <li>▪ High levels of honesty and integrity, with a commitment to Equality, Diversity and Inclusion</li> <li>▪ A professional outlook, detail oriented and able to multitask and meet deadlines</li> <li>▪ Calm and professional under pressure</li> <li>▪ Understanding of the importance of confidentiality and discretion</li> <li>▪ Flexible attitude towards work and demonstrates sound judgement</li> <li>▪ Willingness to participate in Continuous Professional Development</li> </ul> |  |
| <b>Other</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <ul style="list-style-type: none"> <li>▪ The right to work in the UK</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |

