



Job Description: Assistant Headteacher

Contract Term:	Permanent
Hours:	This is a Full-Time role
Pay Range:	Leadership Pay spine: 11-14 (£66,368-£71,330)
Reporting to:	Headteacher

Stretford Grammar School is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, transgender status, religion or belief, marital status, or pregnancy and maternity.

Job Purpose:

To lead safeguarding, child protection, and inclusion across the school, ensuring that all students—especially vulnerable learners—are safe, supported, and able to achieve their full potential. The postholder will act as the statutory **Designated Safeguarding Lead (DSL)** and provide strategic leadership on inclusion, overseeing support for students with SEND, SEMH needs, disadvantaged students, and those facing barriers to learning.

The post-holder will play an integral role in the leadership of the school, providing inspirational and highly effective leadership to secure consistently high standards in the quality of our provision and outcomes for students and support the professional satisfaction and pride felt by all staff.

They should be able to inspire, motivate and support students through visible leadership in and around the school so that students are aspirational, kind, respectful and considerate and have an opportunity to ‘**shine**’.

As an Assistant Headteacher at Stretford Grammar School you will:

- Have an effective leadership style that encourages innovation and confidence and develops a positive culture amongst staff.
- Possess a dedication to providing students with the best education possible and have the vision, passion and proven track record to support school improvement and performance.
- Be someone with the ability to motivate and inspire students, staff and parents with a strong sense of teamwork and who can lead by example, influencing decisions and shaping policies.
- Be aspirational, with an uncompromising commitment to improving educational outcomes for all students.
- Be kind, considerate and have the interests and wellbeing of all at the heart of what you do

This role is **key** to helping all students maximise their potential, in line with our values, ethos and expectations.

Strategic Leadership	
School Culture	
a	Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
b	Create a culture where pupils experience a positive and enriching school life
c	Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
d	Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
e	Ensure a culture of high staff professionalism
Leadership and Management	
a	Lead on inclusion and safeguarding elements of school self-evaluation.
b	Maintain up-to-date knowledge of legislation, research, and best practice in safeguarding, inclusion, and adolescent mental health.
c	Develop and Contribute to whole-school policies (safeguarding, anti-bullying, attendance, be, SEND, equality).
d	Coach, support, and line-manage staff involved in safeguarding, and inclusion roles (e.g., Teaching Assistants, Attendance & Education Welfare Officer, Pastoral Managers and Administrators).
Designated Safeguarding Lead	
a	Lead the school's safeguarding and child protection systems, developing policy in to practice in accordance with <i>Keeping Children Safe in Education (KCSIE)</i> and all relevant legislation.
b	Act as the main point of contact within the school, receiving and acting upon any reported concerns. This includes ensuring that the completed paperwork is accurate, correct, fully completed and reviewed as necessary and stored in a secure and safe place.
c	Provide regular safeguarding training, updates, and briefings for all staff so they are familiar with and adhere to the Safeguarding and Child Protection Policy that is in place and know the procedures to follow and who to go to should the need arise.
d	Maintain accurate, secure, and timely safeguarding records (CPOMS or equivalent).
e	Provide support, advice and guidance to staff, students, parents and governors on an ongoing basis whilst always promoting best safeguarding practice
f	Analyse safeguarding patterns (e.g., contextual risks, peer-on-peer concerns, online safety) and advise SLT and governors of the proactive steps taken to educate and inform the school community to risks as they arise through the year.
g	Monitor child attendance, including non-attendance, accidents logs, pre-existing injury reports, concern forms and incident forms to exclude any possible child protection issues. Ensure any relevant information is recorded and acted upon accordingly.
h	Lead referrals to children's social care, Channel, the police, CAMHS, and other agencies, overseeing early help assessment, interventions, and multi-agency plans
i	Ensure student voice informs safeguarding practice, particularly around bullying, mental health, and online safety.
Inclusion and Vulnerable Learner Leadership	
a	Lead an inclusive ethos across the school, ensuring all students can participate fully in learning and school life.
b	Oversee provision for students with SEND, SEMH concerns, EAL needs, and those from vulnerable or disadvantaged backgrounds using the Pupil Premium Grant.

c	Work closely with the SENCO to align SEND, safeguarding, behaviour, and pastoral systems.
d	Quality assure Wave 1 (classroom) and Wave 2/3 (intervention) provision to ensure it meets the diverse needs of the school cohort.
e	Monitor progress, attendance, behaviour, and wellbeing data for vulnerable student groups and lead strategic interventions.
f	Coordinate transition for vulnerable students (Year 6–7, mid-year admissions, post-16 progression).
g	Champion restorative approaches, relational practice, and positive behaviour strategies.
Attendance Intervention	
a	Working through the school Attendance Officer, Monitor attendance for vulnerable learners and lead early intervention strategies.
b	Work with families to remove barriers to regular attendance and engagement.
Teaching and Learning	
a	Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
b	Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
c	Ensure effective use is made of formative assessment
Curriculum and Assessment	
a	ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
b	establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
c	ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
d	ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
Behaviour	
a	Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
b	Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
c	Implement consistent, fair and respectful approaches to managing behaviour
d	Ensure that adults within the school model and teach the behaviour of a good citizen
Professional Development	
a	Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
b	Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
c	Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
Organisational Management	

a	Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
b	Ensure rigorous approaches to identifying, managing and mitigating risk
c	Ensure staff are deployed and managed well with due attention paid to workload
d	Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
e	Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds

Continuous School Improvement

a	Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
b	Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
c	Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in Partnership

a	Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
b	Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
c	Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and Accountability

a	Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
b	Establish and sustain professional working relationship with those responsible for governance
c	Ensure that staff know and understand their professional responsibilities and are held to account
d	Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

About You

Qualifications	Essential - Educated to degree level. - Qualified Teacher Status.
	Desirable: - NPQH, NPQSL or other leadership qualification (completed or in progress). - Additional safeguarding training (or willingness to complete).

Experience and Knowledge

1	Evidence of sustained and outstanding teaching over the last 5 years
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2	Substantial and successful middle leadership experience, including significant line-management responsibilities, and a proven track record of supporting the development and success of others through high-quality CPD and effective performance management.
3	Experience of having led, or made a significant contribution to, the success of a school through effective leadership, a strong and positive ethos, high-quality pastoral provision, impactful teaching and learning, and sustained improvements in outcomes.
4	Familiarity with, and the ability to monitor, interpret and use data and other evidence to inform decision-making, plan effective interventions, and address areas of weakness.
5	Significant experience of safeguarding, child protection, or pastoral leadership
6	Strong understanding of KCSIE, Working Together, Children Acts, and safeguarding legislation.
6	Knowledge of secondary-specific safeguarding issues (including peer-on-peer abuse, contextual safeguarding, online safety and exploitation), alongside an understanding of effective strategies and interventions to support students and their families.
7	A strong knowledge of a range of effective strategies for developing an inclusive and high-quality education for students with SEND, alongside a secure understanding of the SEND Code of Practice and evidence-based inclusive approaches.
9	An in-depth knowledge of a range of effective strategies for maintaining and developing high standards of behaviour and attendance
10	Experience of working with other agencies / organisations / schools
13	Evidence of a commitment to self-improvement as a professional
14	Evidence of wider contributions to school developments beyond the areas of your responsibility
Skills	
1	Lead by example and be a strong presence, with high visibility in the school environment
2	Excellent communication, interpersonal, organisational and planning skills
3	A high degree of emotional intelligence and a reflective practitioner
4	Personal resilience, confidence and commitment to act with integrity
5	Ability to analyse data and identify patterns or concerns to inform strategic decisions
6	Confident in managing difficult conversations and emotionally challenging situations.
7	An ability to use data to investigate how your Year group is performing and to put in place appropriate strategies to promote continuous improvement
8	Demonstrate consistent and persistent implementation of the schools' policies and processes.
9	Able to work independently and be solution focussed.
Core Values	
1	Display a deep commitment and empathy to the values and vision of the school through the demonstration of Ambition, Respect and Endeavour in daily work and ensuring every child has an opportunity to 'shine'.
2	High standards of professionalism with regards to confidentiality and discretion
3	A Willingness to take on other roles and responsibilities within the team
4	Be able to conduct your work with empathy, kindness and good humour
5	Genuine passion and belief in the potential of every student
6	Commitment to the safeguarding and welfare of all students

About this Job

1	This job description is designed to outline the main duties and responsibilities associated with the post but is not intended to be an exhaustive list of all duties performed. The tasks associated with this role are listed in the “CONDITIONS OF EMPLOYMENT OF SCHOOL TEACHERS” in the current School Teachers Pay and Conditions Document. It will be reviewed each year, and it may be subject to modification or amendment at any time after consultation with the post-holder, Headteacher or his representative.
2	The Governing Body is committed to the safeguarding and welfare of children and young people. It expects all staff and volunteers to share this commitment.
3	<i>The successful candidate will be subject to an enhanced DBS check</i>
Signed	
Date	