



## JOB DESCRIPTION

*The Special Partnership Trust: An ambitious, inspirational partnership of outstanding learning.*

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|------------------------|----------------------------------------------------------|
| <b>Job Title:</b>      | Assistant Headteacher                                    |
| <b>Salary/Range:</b>   | L6– L12                                                  |
| <b>Hours:</b>          | Full time<br>Start February 2026 or as soon as possible. |
| <b>Base:</b>           | Nancealverne School                                      |
| <b>Responsible to:</b> | Headteacher, Nancealverne School                         |

### Main Purpose of Job:

The Assistant Headteacher (Pastoral Care) is to take a central leadership role in developing and implementing the school's pastoral systems, ensuring all pupils receive high-quality care and support to enable them to thrive. The Assistant Head teacher will be DSL of the school. The role encompasses strategic oversight of attendance, behaviour, inclusion, and personal development (Ofsted 2025 framework), and championing trauma-informed approaches across all provision. The Assistant Head role will encompass deputising for the Headteacher and Deputy Headteacher when required.

### Main Duties and Responsibilities:

#### Core Pastoral Leadership Responsibilities:

- Act as the Designated Safeguarding Lead (DSL) for the school, taking lead responsibility for safeguarding and child protection in line with Keeping Children Safe in Education (KCSIE) statutory guidance
- Ensure the school's safeguarding arrangements are effective and that all staff understand their safeguarding responsibilities
- Be the first point of contact for staff, pupils, parents and external agencies on all safeguarding matters
- Take lead responsibility for promoting the educational outcomes of children who are looked after or previously looked after, working closely with the designated teacher for looked after children (where this is a different person)

### **Strategic Leadership of Pastoral Care**

- Lead the development and implementation of the school's pastoral care strategy, ensuring a nurturing, inclusive and trauma-informed environment for all pupils
- Establish and maintain systems that promote positive mental health, emotional wellbeing and resilience across the school community
- Oversee the provision of targeted pastoral support for vulnerable pupils and those with additional needs
- Work closely with families to build strong, supportive partnerships that enable pupils to thrive.
- Coordinate multi-agency working to ensure holistic support for pupils and families, including liaising with health, social care, therapy teams and external support services

### **Strategic Monitoring and Oversight of Attendance**

- Take strategic responsibility for whole-school attendance, developing and implementing effective systems to monitor, analyse and improve attendance rates
- Analyse attendance data to identify patterns, trends and vulnerable groups, implementing targeted interventions where needed
- Lead on the school's response to persistent absence, working closely with families, external agencies and the Education Welfare Service
- Ensure compliance with statutory attendance requirements and DfE guidance
- Report regularly to the Headteacher, governors and trustees on attendance data, trends and the impact of interventions
- Develop and deliver training for staff on attendance procedures and the importance of good attendance
- Implement strategies to promote positive attitudes to attendance across the school community

### **Strategic Monitoring and Oversight of Behaviour**

- Take strategic responsibility for behaviour across the school, ensuring consistent application of the behaviour policy and trauma-informed approaches
- Monitor and analyse behaviour data to identify trends, patterns and areas for development
- Lead on the development and implementation of positive behaviour strategies that support pupils with complex needs
- Oversee the use of de-escalation techniques and therapeutic approaches to behaviour management
- Ensure all staff are trained in trauma-informed behaviour management strategies
- Work with individual pupils and families where behaviour is a barrier to learning, implementing personalised support plans
- Report regularly to senior leaders and governors on behaviour data and the effectiveness of interventions
- Lead on exclusion processes where necessary, ensuring all statutory requirements are met and alternatives are fully explored

### **Trauma-Informed Practice**

- Champion and embed trauma-informed approaches across all aspects of school life
- Lead staff training on understanding trauma, adverse childhood experiences (ACEs) and their impact on learning and behaviour
- Develop and implement trauma-informed policies and practices across the school
- Model trauma-informed interactions with pupils, families and staff
- Create a culture of safety, connection and regulation throughout the school community
- Work with external specialists to develop staff expertise in trauma-informed practice
- Ensure the physical and emotional environment supports pupils who have experienced trauma

### **Personal Development (Ofsted 2025 Framework)**

- Lead strategically on the personal development of pupils in line with the Ofsted 2025 framework
- Develop and implement a comprehensive personal development curriculum that prepares pupils for life beyond school
- Ensure pupils develop character, resilience, confidence and independence
- Coordinate opportunities for pupils to develop their talents and interests through a rich programme of enrichment activities
- Lead on promoting pupils' spiritual, moral, social and cultural (SMSC) development
- Ensure pupils understand how to keep themselves healthy, both physically and mentally
- Develop pupils' understanding of equality, diversity and the importance of respecting others
- Prepare pupils for life in modern Britain, promoting fundamental British values
- Track and monitor the impact of personal development provision on pupil outcomes

### **Inclusion Leadership**

- Lead strategically on inclusion across all provision, ensuring every pupil can access and succeed in their learning
- Oversee the identification and support of pupils with SEND, working closely with the SENCO
- Ensure effective provision for disadvantaged pupils, including those eligible for pupil premium
- Champion equality, diversity and inclusion throughout the school community
- Develop inclusive policies and practices that remove barriers to learning and participation
- Monitor the progress and outcomes of vulnerable groups, implementing targeted interventions where needed
- Lead on developing an inclusive culture where all pupils feel valued, safe and able to thrive

### **Leading HR Processes with HR Support**

- Lead on HR processes relating to staff wellbeing, absence management and performance, working closely with HR support services
- Conduct return-to-work interviews and manage staff absence in line with Trust policies
- Support the Headteacher in managing capability and disciplinary processes where required
- Lead on staff wellbeing initiatives, promoting positive mental health and work-life balance

- Oversee the induction of new staff, ensuring they understand pastoral systems and trauma-informed approaches
- Contribute to recruitment processes, particularly for pastoral and support staff roles
- Manage HR-related meetings, ensuring all statutory requirements and Trust policies are followed
- Maintain confidential HR records and ensure GDPR compliance

#### **Strengthening Community/Engaging Parents:**

- Promote and model excellent relationships with parents and carers, based on partnerships to support pupils' wellbeing, behaviour and attendance
- Develop individualised strategies to work closely with parents of particularly vulnerable pupils, including those with attendance concerns, behaviour difficulties or safeguarding needs
- Ensure that all parents are fully informed about their child's pastoral needs, wellbeing and any support in place
- Contribute to the development of the school as a community within the community, strengthening partnerships with families and external support services
- Seek opportunities to engage parents in understanding trauma-informed approaches and supporting their children's wellbeing
- Contribute to policies and practices which promote equality of opportunity, tackle prejudice and discrimination, and support the wellbeing of all members of the school community

#### **Additional Leadership and Management Responsibilities:**

##### **Leadership and Management:**

- Work in close partnership with and support the Headteacher in the effective day-to-day management of the school and school community, with particular focus on pastoral systems, safeguarding and pupil wellbeing
- Work with the Headteacher, staff and governors in the development, implementation and review of school improvement plans, particularly priorities relating to pastoral care, behaviour, attendance, personal development and inclusion
- Contribute to the professional development of staff through the provision of support, coaching and mentoring in trauma-informed practice, behaviour management and pastoral care
- Lead staff meetings and training sessions on pastoral themes, including safeguarding updates, trauma-informed practice, behaviour strategies and supporting vulnerable pupils
- Demonstrate a commitment and dedication to the school, exploring possibilities for further growth and opportunities for Nancealverne School
- Take a leading role in the senior management team by having special responsibility for pastoral care, reporting regularly to the Headteacher, Governors and Trustees on attendance, behaviour, safeguarding and inclusion
- Collate evidence for specific sections of the school's Self Evaluation Form, particularly those relating to personal development, behaviour and attitudes, and safeguarding

- Ensure collaborative working with external agencies including health, social care, therapy teams, CAMHS, Early Help and other support services to effectively meet the needs of all pupils
- Contribute to the line management of pastoral and support staff including Performance Management appraisals, observations and feedback
- Set an example of personal integrity and a highly professional attitude to work, modelling trauma-informed and compassionate approaches with all members of the school community
- Ensure effective communications and smooth day-to-day running of pastoral systems, including clear protocols for managing incidents, safeguarding concerns and multi-agency working
- With the Headteacher, share responsibility for the induction and deployment of new staff, ensuring all understand safeguarding requirements and trauma-informed approaches
- Ensure that there is a very safe, secure, effective and inspiring environment for all users, with particular attention to creating spaces that support emotional regulation and wellbeing

#### **General/Other duties and responsibilities:**

- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance
- To be aware of and adhere to all Trust policies and procedures, particularly those relating to safeguarding, behaviour, attendance and HR
- To be responsible for your own continuing self-development, particularly in trauma-informed practice, safeguarding and pastoral leadership
- To attend meetings as appropriate
- To undertake other duties appropriate to the post that the Headteacher may from time to time ask the post-holder to perform.

#### **Person Specification:**

##### **Prerequisite**

Satisfactory enhanced DBS check and references.

##### **Experience**

- Significant experience in a pastoral leadership role or as a senior leader with responsibility for behaviour, attendance or inclusion
- Evidence of being an excellent practitioner in supporting pupils with complex pastoral needs
- Experience as a current or recently practicing team builder/leader/manager in a pastoral context
- Experience of working with parents and carers, outside agencies and multi-agency teams to secure positive outcomes for vulnerable pupils
- Experience of delivering training on safeguarding, trauma-informed practice, behaviour management or pastoral care
- Experience of managing attendance and behaviour systems
- Experience of leading HR processes or managing staff wellbeing
- Understanding of and experience in implementing trauma-informed approaches

### **Qualifications or Training**

- Qualified teacher status
- Designated Safeguarding Lead (DSL) qualification or willingness to undertake training
- Recent, relevant training in trauma-informed practice, mental health, safeguarding, behaviour management or pastoral leadership
- Training in de-escalation techniques and therapeutic approaches (desirable)

### **Skills:**

- Able to work as part of the senior leadership team and lead on whole school pastoral initiatives
- Highly developed interpersonal skills - able to communicate effectively and compassionately with children, parents, governors, external professionals and colleagues
- Able to build trusting relationships with vulnerable pupils and families
- Able to manage complex safeguarding situations with sensitivity and in line with statutory requirements
- Able to analyse attendance and behaviour data to identify trends and implement effective interventions
- Able to effectively manage challenging behaviour using trauma-informed approaches
- Excellent written and verbal communication skills, including report writing for multi-agency meetings
- Confident in leading HR processes including difficult conversations with staff
- Able to multi-task and effectively manage a wide and extensive portfolio

### **Personal Qualities & Attributes**

- Compassionate, empathetic, warm and trauma-informed in approach
- Well organized, calm under pressure and very positive, confident and reassuring
- Able to quickly engage and build appropriate relationships with children, staff and parents
- High levels of emotional literacy and self-awareness
- Able to lead, encourage, inspire and motivate staff in pastoral roles
- Resilient and able to manage the emotional demands of the role
- Dependable and reliable, with an excellent record of attendance.
- Willing to go the extra mile, with high levels of stamina, energy and determination
- Effective team leader/member and a model of professionalism
- Flexible, able to respond quickly to changes and think on your feet
- Committed to equality, diversity and inclusion

**Special Conditions related to the post:**

The Special Partnership Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:

- Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information
- Receipt of two satisfactory employer references one of which must be from your current or most recent employer
- Satisfactory verification of relevant qualifications
- Satisfactory health check

All new employees may be required to undertake mandatory training required by the Trust.