

Assistant Headteacher : Behaviour & Attitudes,

(Job Description and Person Specification)

Responsible to:	Headteacher
Job Purpose:	The core purpose of the post is to provide vision, strategic direction and leadership within the school to ensure that outcomes for children and young people are continually improving. • Create an environment where children and young people can flourish • Ensure excellence in every setting • Uphold the values and ethos of the school • Effectively lead and manage staff and deploy resources efficiently to ensure demonstrable impact • Monitor and evaluate the impact of school improvement
Specific Responsibilities:	• To lead innovation in practice to ensure a behaviour curriculum is embedded across the school • To ensure that all staff are up to date with team teach and restorative practice training and feel confident in using strategies and techniques • To lead on the monitoring and collection of behaviour data • To lead on the monitoring and collection of attendance data • To work alongside AHT Personal development to identify trends that need including in the RSHE curriculum • To support and challenge, base leads, team leaders, and their wider teams. • To ensure that students enjoy and achieve during their time at Meadowbrook, recognising that learning matters.
Leadership and Management:	• Have high expectations, demand ambitious standards for all children and young people, instilling a strong sense of accountability in staff for the impact of their work on outcomes • Leading by example with integrity, honesty and empathy, drawing on their learning, expertise and skills of those around them.
Reporting duties to SLT and the governing body:	To provide regular reports to Senior Leaders and Governors on how performance in your areas of responsibility is impacting on the quality of our educational provision, including: • Annual attendance report • Report to SLT on attendance data and trends three times a year • Report to SLT on behaviour data and trends three times a year • Contribute to the annual CPD report on Behaviour and Attitudes • Contribute to the SEF and SDP as required
Policies:	• Exclusion/Suspension Policy • Behaviour & Relationships policy • Physical Intervention Policy • Student Attendance Policy
External Representation	• TBC

ASSISTANT HEADTEACHER PERSON SPECIFICATION

QUALIFICATIONS AND EXPERIENCE	ESSENTIAL	DESIRABLE
1. Qualified Teacher Status		✓
2. Good honours degree or equivalent qualifications		✓
3. Experience of successfully teaching students in special/alternative provision educational settings		✓
4. Recent DSL/DSO training and/or responsibility		✓
5. Recent relevant experience, training or qualifications in behaviour management	✓	
6. Recent experience of teaching students across all Key stages at secondary level		✓
7. Experience of working with students of primary age		✓
8. Experience as a SENCO/SEN lead and of writing EHCPs/Positive Handling Plans/ILPs		✓
9. Recent, within the last 3 years, relevant experience in a senior role	✓	
10. Experience of Team Teach, Restorative Practice, Trauma-informed practice and the Nurture Principles		✓
11. Experience of whole school timetabling		✓
STRATEGIC DIRECTION AND DEVELOPMENT	ESSENTIAL	DESIRABLE
12. The ability to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents/carers, schools/academies, external agencies and the local community	✓	
13. The commitment to develop a positive, diverse and inclusive ethos which values each individual and challenges any form of discrimination	✓	
14. Experience of school Self-Evaluation and School Improvement Planning in order to raise standards	✓	
15. Sound knowledge/understanding of recent educational developments/ legislation in relation to schools and the impact on AP Academies/Free Schools	✓	
LEADERSHIP AND MANAGEMENT	ESSENTIAL	DESIRABLE
16. Proven recent experience in a senior role motivating and managing staff effectively and working as a team member	✓	
17. Proven ability to self-motivate, use initiative and lead pro-actively	✓	
18. The ability to make decisions based on analyses, interpretation and understanding of relevant information and have the confidence, clarity and decisiveness in making and carrying out decisions	✓	
19. Good organisational skills and the ability to have a flexible and adaptable approach	✓	
20. The capacity to monitor and evaluate the work of others to achieve successful outcomes	✓	
21. To possess excellent listening, written and oral communication skills; the ability to chair meetings, make presentations and to communicate effectively with students, parents/carers and staff	✓	

22. The ability to manage time effectively	✓	
23. Think creatively and imaginatively to anticipate and solve problems and identify opportunities	✓	
24. Practical experience of coaching being used to raise staff potential and performance and in managing and delivering change		✓
25. Understand what makes for 'Successful Transitions	✓	
26. Experience of Trips and Visits legislation and managing off site learning/provision		✓
27. A proven ability in the use of MIS /information and communication technologies for the purpose of school self-evaluation and improvement	✓	
TEACHING AND LEARNING	ESSENTIAL	DESIRABLE
28. The ability to create a safe and stimulating learning environment that contributes positively to teaching and learning	✓	
29. Proven and demonstrable excellence as a classroom teacher at KS3/4 in more than one subject	✓	
30. Awareness of OfSTED requirements relating to quality of education, personal development, behaviour and attitudes, leadership and management	✓	
31. Ability to use data and information to support review, track student progress, set targets and initiate systems to raise standards	✓	
FINANCIAL AND RESOURCE MANAGEMENT	ESSENTIAL	DESIRABLE
32. Experience of successfully managing a key budget area (School Development Plan linked)	✓	
33. Understanding of the factors that impact on the financial viability of alternative provision academies		✓
ATTRIBUTES	ESSENTIAL	DESIRABLE
34. The ability to be adaptable, flexible and have empathy	✓	
35. The ability to communicate and develop the College and Trust's vision and promote a shared understanding amongst staff	✓	
36. Have high expectations of self and others and a strong commitment to raising achievements	✓	
37. Demonstrate self-confidence, resilience, perseverance and stamina	✓	
38. A passion for learning and enabling students to develop as enthusiastic, independent learners	✓	
39. Understanding the importance of promoting and safeguarding the welfare of students	✓	
40. Highest levels of professional and personal integrity	✓	
41. Ability to show initiative and a willingness to go the 'extra distance'	✓	