**Job Description**

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| **Job Title** | Assistant Headteacher- The Bridge Campus (AP) |
| **Academy** | The Harbour School |
| **Reports to** | Head Teacher  |
| **Line Management of** | Site Specific Staff |
| **Salary / Grade** | L8-12 |
| **Date Last Evaluated** | May 2024 |
| **Core Purpose** | To lead the KS3 and KS4 AP Bridge Campus and be accountable for the overall day to day running, performance, safety, behaviour, welfare and development of the campus.  |

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| **Key Responsibilities** |
| To be part of senior leadership of The Harbour School, contributing to the school evaluation (SEF) and school development plan (SDP), ensuring the ongoing development and improvement of the AP campus. Contributing to the school’s behaviour ethos of **‘ready, respectful, safe’**To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum across all Key Stages and programmes at The Bridge AP Campus To be accountable, for the overall safety, welfare, behaviour, progress and development of students attending The Bridge CampusTo facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.To contribute to raising standards of student attainment.To share and support the school’s responsibility to provide and monitor opportunities for personal growth end enjoyment.To ensure that regular and effective reflective practice meetings for staff are taking place at the campus. These meetings should take place under the therapeutic thinking strategy.To manage staff appraisal for their respective campus alongside the SLTTo be a DDSL for their campusTo be the Educational Visits Coordinator for their campus**Operational Responsibilities****Operational/Strategic Planning*** Frequently monitor attendance, behaviour and progress data and use this information effectively to identify next steps for students at the AP campus
* Ensure that the campus provides students with the appropriate support, advice, and experiences to enable successful transitions to new settings or to secure the most appropriate next steps in education, employment and training
* To provide accurate termly reports on: attendance; behaviour incidents; progress; reintegration; safeguarding, and other information as required to Senior Leadership Team or other stakeholders
* To review the quality of risk assessments for each student with Phase Leaders, ensuring all staff are aware of any updates
* To work with the SENDCO(s) ensuring that needs assessment requests are completed to the appropriate standard and submitted in line with internal and external timelines
* Ensure clear and efficient medical process are embedded and in line with good practice guidance for students and staff
* Ensure that the exam ‘access arrangements’ for the Bridge Campus are completed and submitted in line with internal and external deadlines
* Ensure through being the campus EVC that all educational trips are recorded using the Evolve system
* Ensure that all Health and Safety procedures are in place to meet all statutory expectations
* To be a Deputy Designated Safeguarding lead for their campus and liaise closely with the Safeguarding, Attendance and Well-being manager to ensure that exemplary safeguarding practices are in place across their respective campus

**Staff development*** Support teachers to implement the schools teaching and learning principles so that student at the AP campus meet or exceed their academic targets.
* To take part in the school’s staff development programme by participating in arrangements for further training and professional development
* To continue their own personal development in the relevant areas including subject knowledge and behaviour management strategies
* To engage actively in the appraisal review process and contribute to how this may link with other areas across the school.

**Pastoral system*** To evaluate and monitor the progress of all students and keep up-to-date records as may be required
* To work with the Phase leaders to ensure that action plans, ILPS, progress files and other such reports are completed in line with deadlines and to a good standard
* To liaise with the appropriate staff to issues experienced by students attending the campus and to make recommendations as to how these may be resolved
* To communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students. This could include for example attendance at CP/ CIN meetings etc
* To contribute to PSHE, citizenship and enterprise education, according to school policies
* To uphold the Schools Behaviour policy to secure an effective learning environment

**Teaching*** To teach (as required at the campus or across campuses) students according to their educational needs including the setting and marking of work to be carried out by student’s in the campus and elsewhere
* To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as required
* To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
* To ensure that ICT, literacy, numeracy are reflected in the teaching/learning experience
* To undertake a designated programme of teaching to fully prepare students for all examinations and tests
* To ensure a high-quality learning experience for students that meets internal and external quality standards
* To use a variety of delivery methods that will stimulate learning appropriate to student needs and the demands of the syllabus
* To undertake assessment of students as requested by external examination bodies, departmental and school procedures
* To mark, grade and give written/verbal and diagnostic feedback as required

**Quality assurance*** To triangulate the impact of your leadership at all levels within the school.
* To implement school quality assurance procedures within the AP campus and ensured that they are adhered to.
* To contribute to the process of monitoring and evaluation of the curriculum (to include personal development) and behaviour and attitudes in line with agreed school procedures, including evaluation against quality standards and performance criteria
* To seek/implement modifications and improvements as identified and where required
* To review from time to time methods of teaching and programmes of work
* To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

**Recruitment/deployment of staff*** To contribute as appropriate to securing high quality staff and ensure the effective/efficient deployment of classroom support within the AP campus
* To ensure all incoming staff members are thoroughly inducted into the school and are clear on their roles and responsibilities and how they will be supported moving forwards.

**Management information*** Maintain an accurate record of students across the different year groups within the AP campus.
* To maintain appropriate records and to provide relevant, accurate and up-to-date information for Arbor and CPOMS etc
* To complete the relevant documentation to assist in the tracking of students
* To ensure campus staff track student progress and use this information to inform teaching and learning

**Management of resources*** To ensure that the school processes for ordering and allocation of equipment and materials is adhered too by campus staff.
* To assist the staff to identify resource needs and to contribute to the efficient/effective use of physical resources
* To cooperate with other staff to ensure sharing and effective usage of resources to the benefit of the school, department and students

**Communications*** To communicate effectively with the parents of students as appropriate
* Where appropriate, to communicate and co-operate with person(s) or bodies outside of the school
* Attend local events and identify appropriate training opportunities in response to the specific needs of the young people at THS
* To follow agreed policies for communications in the school

**Marketing and liaison*** To take part in marketing, and liaison activities such as open evenings, parents’ evenings and liaison events with schools from within the Portsmouth area
* To contribute to the development of effective subject links with external agencies, primary schools and other secondary schools
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| **General Responsibilities** |
| * Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
* The post holder will be required to undertake duties that contribute to the work of The Harbour school and some flexibility in role is implicit within the job description
* To represent as a middle leader, the values, ethos and policies of the Trust and The Harbour School
* Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
* Be aware of the School’s duty of care in relation to staff, Students and visitors and to comply with all health and safety policies at all times.
* To engage with appropriate training opportunities to promote professional effectiveness in this role.
* Participate in the ongoing development, implementation and monitoring of the school improvement plans.
* To undertake any other reasonable tasks as required by The Harbour School
* To provide or organise the safe transport of Students between site where necessary
* To treat all information acquired through employment, both formally and informally, in strict confidence.
* To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
* Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
* Be aware of and comply with the codes of conduct, regulations and policies of the Trust and school and its commitment to equal opportunities.

**\*\*\*\*\*\*\*\*\*\*\*\*\*Full training will be offered to the successful candidate\*\*\*\*\*\*\*\*\*\*\*\*** |

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| **The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Headteacher approval.** |

**Note: Every job description in the organisation will be subject to a review either:**

 **• On an annual basis at the time of the annual appraisal meeting, or**

 **• As a result of a change in strategic direction, or**

 **• As a result of a team/operational requirements, or it is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.**

**Assessment methods**

 **A – Application I – Interview T – Task/Activity R – References**

**Person Specification**

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| **Attribute** | **Essential or Desirable** | **Assessment**  |
| **Qualifications & Experience** |
| Minimum A\*-C GCSE in Maths & English (or equivalent). | **E** | **A** |
| Attained, or currently working towards, QTS / QLTS supported by significant experience of teaching including students with SEMH/ BESD and other additional needs | **E** | **A** |
| Experience of leading within an AP or SEND provision or Senior leadership experience with a mainstream school. | **E** | **A** |
| Evidence of recent professional development, in respect of effective practice for Students with SEMH and other complex needs. | **E** | **A** |
| **Knowledge and Understanding** |
| An extensive understanding of issues facing those with SEMH needs, including risk factors relating to substance misuse, offending behaviour, relational trauma, self-esteem, social skills, risk taking behaviour and/or medical. | **E** | **A/I** |
| An excellent understanding of effective approaches to behaviour management and teaching and learning for Students with SEMH needs. | **E** | **A/I** |
| A good understanding of effective interventions and support for Students with SEMH and other complex needs | **E** | **A/T/ R** |
| Knowledge of self-evaluation procedures and their implementation | **E** | **A/I** |
| A commitment to inclusion and inclusive practice. | **E** | **A/I** |
| Knowledge of recent legislation related to permanently excluded, vulnerable and Students with challenging behaviour. | **D** | **A/I** |
| **Skills and Abilities** |
| Successful teaching experience, ideally in a range of environments, of which a significant period has been with students with a range of special educational needs. | **E** | **A/I/R** |
| Ability to lead a team | **E** | **A/I/R** |
| Ability to line manage staff in accordance with Trust and school policies and hold people to account | **E** | **A/I/R** |
| Ability to carry out appraisals and set appropriate targets | **E** | **A/I/R** |
| Ability to manage staff sickness and absence in line with Trust policies | **E** | **A/I/R** |
| Ability to lead the induction of new staff and students into a key stage phase | **E** | **A/I/R** |
| Ability to manage a campus budget | **D** | **A/R** |
| Ability to relate to young people and adults positively, both as individuals and in groups, encouraging participation and empowerment | **E** | **A/I/T/R** |
| Ability to ensure interventions are strategically planned in order to meet identified needs | **D** | **A/I/R** |
| Effectively implement relational behaviour management processes and procedures in accordance with school Policy | **E** | **A/I/R** |
| Ability to organise parent consultation meetings | **D** | **A/I** |
| Ability to use Arbor, CPOMS and Microsoft programmes  | **E** | **A/T/I** |
| Ability to use ICT effectively and appropriately, with high accuracy levels. | **E** | **A/T/I** |
| Able to produce accurate and well-presented reports  | **E** | **A/I/R** |
| Ability to ensure tasks are seen through to completion, ensuring all stakeholders are kept up-to-date with progress. | **E** | **A/I/R** |
| Ability to communicate appropriately at all levels within the school, and with parents, visitors and external organisations. | **E** | **A/I** |
| Ability to build good working relationships with colleagues and to be an active team member. | **E** | **A/I/R** |
| Ability to multi-task within own remit and other areas. | **E** | **A/I** |
| Ability to work as part of a team and be an active team player.  | **E** | **A/I/R** |
| Ability to work at pace and meet deadlines. | **E** | **A/I** |
| Patience, tolerance and sensitivity | **E** | **A/I/R** |
| Enthusiasm | **E** | **A/I** |
| Ability to adapt to change and the introduction of new working practices. | **D** | **A/I** |
| Ability to work without direct supervision. | **D** | **A/I** |
| Resilience to work in a trauma informed environment, supporting those with social emotional and mental health needs  | **E** | **A/I** |
| **Experience** |
| Consistent track record of raising achievement through outstanding classroom practice. | **E** | **A/I/R** |
| Demonstrate recent successful experience of leading and teaching students with behaviour, social and emotional needs | **E** | **A/I/R** |
| Experience of working with young people with social emotional and mental health issues and/ or Alternative provision and their families in a professional capacity  | **E** | **A/I/R** |
| Experience of working with data and undertaking data quality assurance activities  | **E** | **A/I/R** |
| Proven experience of forward thinking and excellent organisational and planning skills. | **E** | **A** |
| **Personal Commitment**  |
| Demonstrate and adhere to the school’s Core Values. | **E** | **A/I** |
| Commitment to equality and diversity in the workplace. | **E** | **A** |
| Adhere to GDPR guidelines and the school’s internal procedures. | **E** | **A** |
| Adhere to the school’s Safeguarding and Prevent policy and procedures. | **E** | **A/I/R** |
| Adhere to the schools Health and Safety policies and procedures. | **E** | **A** |

**Assessment methods**

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