



Job: Assistant Headteacher - Behaviour & Attitudes

Job Description:	Assistant Headteacher- Behaviour & Attitudes
Reporting to:	Deputy Headteacher
Start date:	April or September 2023
Salary:	L11 - L15
Allowance:	N/A
Disclosure level:	Enhanced

The Role

- To assist the Senior Leadership Team with the organisation, management and development of the school with a focus on behaviour and attitudes across all key stages.
- To promote and lead outstanding behaviour and attitudes across KS3 and 4.
- To lead, support and develop the role of Year Leaders in Y7 – Y11.
- Responsible for the oversight of year groups led by Year Leaders.
- To support Year Leaders in ensuring outstanding student attainment and progress.
- This role attracts substantive non-contact time to carry out responsibilities.

About Our School

Trinity Catholic High School is large Catholic comprehensive school situated in the London Borough of Redbridge and within the Diocese of Brentwood. Ofsted have ranked us as 'outstanding' on 5 consecutive occasions and we have a reputation for excellence in all aspects of our service to the children in our school and the wider community. Our school's inspection reports can be viewed on this link: www.tchs.org.uk/about-us/inspections. The highest standards relating to Teaching and Learning are a feature of daily life at Trinity and these significantly and positively impact student progress and attainment. Trinity's Section 48 report (January 2020) states that "Trinity Catholic High School is an outstanding school and a beacon of high-quality Catholic education. It has an excellent reputation in the local community and beyond and it is rightly seen as a flagship school for the Diocese of Brentwood". The report also emphasises that "Catholic life at Trinity Catholic High School is outstanding and is of the highest quality" and "Every aspect of Collective Worship at the school is outstanding".

We are seeking a professional who is:

- ✓ Someone who is ambitious for Deputy Headship and wants to take advantage of the career progression opportunities our school has to offer.
- ✓ A team player who thrives in a supportive, collegiate environment.
- ✓ An inspirational thinker who wants the opportunity to have considerable impact on outcomes for our young people
- ✓ Ambitious and committed to the very highest standards of student learning.
- ✓ Keen to challenge and enthuse our diverse student population.
- ✓ An excellent classroom practitioner with a drive for self-improvement and development.





We can offer the successful candidate:

- ✓ Non-contact time and Planning, Preparation and Assessment time (PPA) at Trinity is very generous and well above the national minimum requirement of 10% of your timetable.
- ✓ A team of highly motivated and talented teachers that work collaboratively to raise standards and secure achievement for all students.
- ✓ Well behaved students that are keen to achieve and are respectful of their teachers.
- ✓ A well-resourced school and a stimulating environment that is conducive to high quality teaching and learning.
- ✓ A close supportive environment
- ✓ A competitive salary and commitment to your professional development.
- ✓ Teachers across the school that are friendly, motivated and supportive senior management.
- ✓ A pleasant environment conducive to quality teaching and learning.

Your Application

The School can only accept applications made on our school application form or by using the on-line TES Download our application form from our website: www.tchs.org.uk/about-us/employment/

- **Tel:** 020 8504 3419 ext 108
- **Email:** Recruitment@tchs.org.uk
- **Closing date for applications:** 19th February 2023
- **Interviews take place:** week commencing 20th February 2023
- **Early applications are welcome**

Trinity Catholic High School is committed to safeguarding children; successful candidates must be willing to undergo child protection screening appropriate to the post, including checks with past employers and a satisfactory enhanced check with the Disclosure and Barring service (DBS).

Please note, due to high volumes of applications only shortlisted candidates will be contacted. We reserve the right to call applicants to interview prior to the closing date.





JOB DESCRIPTION

Job Title: Assistant Headteacher - Behaviour & Attitudes
Responsible to: Deputy Headteacher - Pastoral
Grade: L11-15
Hours of Work: Full time hours
Line Management of: Heads of Year

Principle Responsibilities:

1. Assist the Headmaster in maintaining the Catholic Ethos of our school and support the development of the liturgical life of Trinity Catholic High School.
2. As Key Stage Pastoral Lead, responsible to lead and develop the work of your Key stage Pastoral Team holding self and colleagues accountable for pupils' attainment, progress and outcomes.
3. To be a senior leader within the school acting as a role model of best practice to colleagues; undertaking duties, attending school events and representing the school in a professional capacity at all times.
4. Ensure that all school policies, procedures and practices are consistently implemented. In particular, those relating to Safeguarding, Health and safety, inclusion and equal opportunity of staff, students and visitors to our school.
5. Fulfil the expectations and professional responsibilities of a teacher, as set out in the DfE Teachers' Standards document.

Pastoral matters

1. Responsible for leading and coordinating the work of the Year Leaders within your key stage ensuring that there is consistency in standards across year groups.
2. To lead the fortnightly Pastoral Team meetings and ensure ongoing focus and progress towards completion of the key Stage Pastoral Improvement Plan priorities.
3. Lead fortnightly meetings with the EWO and ensure that specific and clear action is taken to achieve the school's targets relating to attendance and punctuality.
4. Ensure the effective functioning of Homework club provision in each year group.
5. To coordinate the work of the Year Leaders relating to the School Council, Raphaelites, Junior Prefects and Liturgy/Caritas Leaders. Ensure that Commissioning Assemblies are organised for each group and that there is a quality assurance system in place to monitor the effectiveness of each group.
6. Maintain up-to-date Pastoral Team lists at your key stage.
7. Have joint responsibility for oversight and effectiveness of cloisters, ensuring supervision as required, curriculum provision for students, accurate and robust record keeping, parental communication, post inclusion reintegration, and follow up reports
8. Ensure that 'standard letters to parents' are processed with regard to payment for school journals / lateness / punctuality / uniform / behaviour...etc, and all referrals in relation to behaviour and attitudes and meticulously detailed and recorded using Satchel One & SIMS
9. To ensure all staff complete accurate and detailed referrals for any issue relating to behaviour and attitudes via Satchel One & SIMS, and that sanctions are applied, and staff/parents/SMT/Heads of Year are updated

STRATEGIC / OPERATIONAL PLANNING

- Be responsible for the day to day management of year groups with the support of Head of Years
- Coordinate and liaise with students, parents, staff and relevant agencies to implement strategies and action plans.
- Develop, monitor and implement appropriate strategies for pastoral care.
- Manage the supervision of students excluded from, or otherwise not working to, a normal timetable.
- Implementation and monitoring of the Behaviour Management system to ensure that effective learning can take place.





- Support the personal development of students by devising and implementing appropriate intervention programmes.
- Set, monitor and track behavioural targets for individual students, and the cohort.
- Monitor and evaluate the effectiveness of the intervention work and the pastoral and behaviour processes.
- Lead the development, implementation and monitoring of systems relating to attendance and integration, for example, registration, truancy, pastoral systems etc.
- Lead the development and implementation of appropriate behaviour management strategies.
- Monitor and evaluate appropriate strategies for learner tracking, target setting and mentoring.
- Monitor and evaluate students' responses and progress against action plans through observation and planned recording.
- Support in the organisation of Parent evenings.
- Organise end of term rewards, ensuring that all health & safety and appropriate risk assessments are in place.
- Coordinate guidance and support to students, working with targeted individuals and/or groups of students to improve attendance and punctuality and/or behaviour.

SUPPORT FOR STUDENTS

- Create and maintain a nurturing, purposeful, orderly and supportive learning environment.
- Coordinate a comprehensive assessment of the needs of students and their family and, as part of the comprehensive support package, refer/signpost the family to external agencies.
- Use detailed knowledge and specialist skills to take a lead role in the provision of support for students with identified needs. Challenge, motivate, promote and reinforce self-esteem.
- Lead and monitor the development and implementation of individual behaviour/support/mentoring plans and/or Pastoral Support Plans (PSPs).
- Supervise the activities of individuals or groups to ensure their safety and facilitate their emotional development through identifying behavioural triggers and personal anxieties.
- Undertake activities necessary to meet physical, learning and emotional needs of students.
- Plan and deliver developmental intervention programmes e.g. anger management, confidence building, social/life skills, the Emotional Literacy curriculum.
- Provide feedback to students in relation to progress, achievement, behaviour and attendance.
- Ensure students have access to information and advice to enable them to make choices about their own learning/behaviour/attendance.
- Establish productive working relationships with students, interact with them according to individual needs and act as a role model.
- Liaise sensitively with and establish positive proactive relationships with parents, agencies, staff and students to overcome barriers.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact appropriately with others and engage in learning activities.
- Set challenging and demanding expectations and promote self-esteem, independence and emotional resilience.

SUPPORT FOR COLLEAGUES

- Organise and manage appropriate learning environments and resources.
- Promote teamwork and motivate staff to ensure effective working relationships.
- Ensure all those involved have the information necessary to assist in student development.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Provide detailed and regular feedback to a variety of audiences on students' achievement, progress and challenges.
- Provide objective and accurate feedback and reports, as required, to other staff on students achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Promote positive student behaviour, dealing promptly with conflict and incidents in line with school policy and encourage learners to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers and colleagues in other school settings.
- In collaboration coordinate and support the induction and/or reintegration of students, including the associated





documentation and setting/observational visits.

- Advise, contribute to and, where appropriate, coordinate the professional development of staff to increase their effectiveness in responding to learners within the cohorts.
- From time to time cover lessons in the absence of a teacher.

SUPPORT FOR THE CURRICULUM

- Plan and deliver structured and agreed learning activities/teaching programmes, and adjusting activities according to student responses/needs.
- Withdraw and lead small group work to support personal development.
- Arrange and develop 1:1 group support arrangements with students and provide guidance for disaffected students.
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.
- Advise on appropriate use of specialist resources and intervention programmes.
- Monitor the effectiveness of appropriate interventions and target setting to meet the needs of students within the cohort.
- Identify and develop study skills to support students in their ability to work independently and learn more effectively.
- Contribute to development planning.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall values/ethos/aims of the school.
- Participate in and use positive handling techniques when needed to deal with dangerous or damaging behaviour.
- Establish constructive relationships with schools, providers, external agencies and parents/families offering information, advice and guidance to assist the removal of barriers to engagement and learning.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings including induction and reintegration meetings.
- Take the initiative as appropriate to develop multi-agency approaches to supporting students.
- Recognise your own strengths and areas of specialist expertise and use these to lead, support and advise others.
- Supervise students pre and post school, break and lunchtimes.
- Accompany teaching staff and students on educational visits or journeys and take responsibility for a group under the supervision of the teacher as may be reasonably directed.
- Be a designated first aider if required.
- Be a deputy Designated Safeguarding Lead (DSL).

QUALITY ASSURANCE

- Ensure that Form Tutors carry out duties associated with their role.
- Support the systems for identifying, assessing and reviewing learner progress across the curriculum.
- Monitor the setting and reviewing of targets for students in the cohort.
- Contribute to the school procedures for lesson observations and feedback.
- Support common standards of practice within the cohort in line with the School Behaviour Policy.
- Participate in monitoring and evaluation of the provision in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- Seek/implement modification and improvement where required.
- Review from time to time methods of teaching/delivery and programmes of work.
- Take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- Maintain awareness of national developments in relation to education, in particular behaviour, attendance and wellbeing.



MANAGEMENT OF INFORMATION

- Ensure the maintenance of accurate and up-to-date information concerning the whole cohort as well as individual students.
- Establish and maintain procedures to regularly monitor students in order to improve attendance and behaviour.
- Use data effectively to identify students who are not making progress and working collaboratively, internally and externally, to create action plans to support those students.
- Ensure all relevant information is collected and collated ready for transition (induction, reintegration and/or transfer to another setting).
- Prepare and present information in relation to the duties of this post.

COMMUNICATION AND LIAISON

- Develop and maintain effective partnerships with parents to promote learning and provide information.
- Liaise with partner schools and other relevant external agencies in order to maximise support and share information and provide continuity.
- Communicate effectively with all members of the school, in particular on matters of pastoral care.
- Where appropriate, communicate and cooperate with external bodies and agencies including the local community
- Follow agreed policies for communications in the school.
- Attend Induction and Re-integration meetings as required.
- Establish productive working relationships with staff, students, parents and external agencies in order to deliver effective coordinated strategies

MANAGEMENT OF RESOURCES

- Maintain existing resources and explore opportunities to develop and incorporate new resources.
- Identify and ensure the provision of staff and resource requirements to meet the needs of students.
- Advise the designated member of the Senior Leadership Team of likely priorities for expenditure.

SCHOOL ETHOS

- Play a full part in the life of the school community, supporting its distinctive Catholic ethos and values and encouraging staff and students to follow this example, upholding and promoting Catholic moral and social teaching. To encourage and support student and staff active participation in liturgies, collective worship, prayer, the celebrations of Holy Mass and other Sacramental celebrations, devotions and liturgical acts of popular piety throughout the year as reflected in the liturgical calendar of the Catholic Church.
- Support the school in meeting its statutory and legal obligations.
- Promote actively the school's corporate policies.

OTHER ROLE SPECIFIC DUTIES

- To supervise groups of students as required.
- To support the management of Looked After Children and Child Protection for the cohort and to communicate with those involved.
- To oversee staff who are on duty/on call each day in accordance with published staff duties
- To act as Deputy Designated Safeguarding lead
- To be responsible for oversight of Personal Development within a Key Stage

This job description sets out the duties of the post at the time it is drawn up; it will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder.

It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties. The postholder may be required to carry out appropriate duties within the context of the job, skills and grade.

The Headteacher/SMT may vary the duties from time to time without changing their general character or the level of responsibility entailed.

The school is committed to safeguarding and promoting the welfare of students, and requires all staff to share this commitment. Thus an enhanced, in date, DBS disclosure will be required for all staff and volunteers as appropriate to their post.



Person Specification

Assistant Headteacher – Behaviour & Attitudes

All areas will be assessed by application and at interview.

Qualifications	Essential	Desirable
Educated to degree level in the identified subject	✓	
Qualified Teacher Status	✓	
Recent participation in relevant high-level training	✓	
Relevant middle leadership development	✓	
Range of high-level qualifications		✓
Management experience in subject area of a key stage		✓
Background and Experience	Essential	Desirable
Substantial recent and successful teaching experience in secondary schools	✓	
An outstanding classroom practitioner	✓	
Experience of leading school improvement	✓	
Excellent understanding of current, relevant issues and national developments in education	✓	
Excellent skills in the use of data to evaluate student progress	✓	
Excellent use of assessment and feedback to promote rapid progress of students	✓	
Experience and understanding of the role of the form tutor and Head of Year	✓	
Evidence of leading creative and innovative approaches to teaching and learning	✓	
Experience of supporting colleagues to improve practice		✓





Experience of observation, feedback and coaching to improve quality of teaching and learning		✓
Can provide evidence of rapid progress of students at GCSE level or equivalent		✓
Professional Knowledge and Understanding	Essential	Desirable
Understands the characteristics of high-quality teaching, learning and achievement for all students	✓	
Excellent understanding of effective pedagogy	✓	
Understand the wider characteristics that form a successful school	✓	
Knowledge of the professional standards for teachers	✓	
Skills	Essential	Desirable
Able to manage challenging behaviour of students and support colleagues to manage behaviour	✓	
Ability to contribute to leadership of change at faculty level	✓	
Excellent communication skills (oral and written)	✓	
Able to anticipate problems and find solutions	✓	
Able to develop positive and meaningful relationships with students	✓	
Excellent ICT skills and able to make appropriate use of ICT for learning	✓	
Excellent organisational skills to meet deadlines and manage workload of self and others	✓	
Have high expectations of self and others in all aspects of school life, and provide a role model for students and staff	✓	
Able to communicate with students and their parents/carers about students' progress	✓	
Able to give good quality feedback to students	✓	
Able to secure school improvement and build a high performing team	✓	
Capacity to manage a budget and resources to support improvements in learning	✓	
Personal Qualities and Attributes	Essential	Desirable
Cares deeply about the success of every child and every member of staff	✓	
Committed to continuous school improvement	✓	



Personal Qualities and Attributes continued	Essential	Desirable
Credibility, present and capacity to provide leadership at faculty level	✓	
Able to gain respect of students, parents, staff and governors	✓	
Awareness, understanding and commitment to the protection and safeguarding of children and young people	✓	
Has energy, enthusiasm and a sense of humour	✓	
Open to advice, feedback and professional development	✓	
High integrity: honest, trustworthy and reliable	✓	
Can take difficult decisions and manage challenging conversations	✓	
Participation/development of extra-curricular activities	✓	
Knowledge of and commitment to safeguarding	✓	
Commitment to equal opportunities	✓	
Willingness to undertake an enhanced Disclosure and Barring Service(DBS) check.	✓	

