| **Person Specification – Assistant Headteacher (Inclusion, safeguarding, pastoral lead, pupil welfare and guidance)** | | | |
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| The specification below outlines the type of person we are seeking, an excellent practitioner who has the skills, knowledge and attributes to help each young person achieve their true potential and the interpersonal skills to lead and manage staff. One who sees professional development and robust and effective appraisal as key to ensure progress in schools and one who has a sound understanding of the ways schools operate. | | | |
|  | **Essential** | **Desirable** | **Method of Assessment** |
| **Qualifications** | * Graduate. * Qualified teacher status. * Evidence of further professional development. | * Post graduate qualification * Safeguarding Certificate and Child Protection Training.  Higher degree  * NPQML / NPQSL / NPQH | Applicant’s certificates |
| **Experience** | * Successful and proven record in effective teaching across the 11-16 ability range. * Successful record of middle or senior leadership in a secondary school. * Successful experience in monitoring and evaluating teaching and learning. * Successful and demonstrable experience of dealing with a range of pastoral issues. * Experience of Safeguarding and Child Protection. | * Managing a budget. * Leadership experience in a pastoral setting. * Leadership/management experience in more than one secondary school. * Successful experience of delivering whole school INSET. * Successful experience of leading on whole school initiatives. | Application Interview  Professional references |
| **Knowledge** | * Up to date knowledge on safeguarding legislation and guidance. * Knowledge of how pastoral issues can be effectively resolved. * Understand the importance of inclusion and ability to ensure that all staff adopts inclusive practices. * Up to date knowledge of current educational issues including national policies. * Know the priorities and legislation relevant to secondary education. * Understand monitoring and evaluating systems in a school setting. * Understand school effectiveness and improvement processes. * Understand how effective staff appraisal systems can be implemented to drive forward school improvement. | * Knowledge of the current SEND code of practice. | Application  Interview  Professional references |
| **Professional Qualities / Skills** | * Communicate effectively and have very good interpersonal skills. * Ability to make strategic decisions and take appropriate action to ensure successful outcomes. * Have a confident and diplomatic approach and an awareness of the importance of confidentiality. * Work collaboratively and effectively as a member of teams. * Loyalty * Ability to make effective use of school data. * Ability to identify the characteristics of a quality teaching and learning environment. * An excellent classroom practitioner. * Positive working relationships with colleagues and parent body. | * Good ICT skills * Team qualities that would complement the existing Senior Leadership Group | Application  Interview  Professional references |
| **Personal qualities** | * Ability to form and maintain appropriate relationships and personal boundaries with children and young people. * Emotional resilience in working with challenging behaviours. * Positive attitude towards the use of authority and maintaining discipline. * Ability to take responsibility and show initiative. * Ability to work effectively with external agencies. * Ability to effectively lead other members of staff. * Ability to report effectively and accurately both verbally and in writing, over all areas of responsibility to a wide audience. * Lead by example. * Proven high level of presentation, organisational and management skills. * Ability to inspire the confidence, respect and trust of parents, staff and students. * Manage a substantial workload, work under pressure, effectively and independently and meet deadlines. * Sensitive, resilient and innovative. * A ‘presence’ * The qualities and abilities to become a Deputy Headteacher in due course. * Commitment beyond the school day * Sense of humour and perspective * Ability to remain calm and circumspect in potentially difficult situations |  | Application  Interview  Professional references |

| **JOB DESCRIPTION ASSISTANT HEADTEACHER – (Inclusion, Safeguarding, Pastoral Lead, Pupil Welfare and Guidance)** | | | |
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| **Post title** | | **:** | **Assistant Headteacher – (Inclusion, safeguarding, pastoral lead, pupil welfare and guidance)** |
| **Post purpose &**  **Accountabilities** | | **:** | To Assist the Headteacher in effectively leading and managing the School.  To be the Designated Safeguarding Lead and Child Protection Officer for the School.  To be the Looked After Children (LAC) Officer (also known as CLA)    To be responsible for other vulnerable groups of pupils such as Young Carers and pupils identified as disadvantaged.  To lead and manage the pastoral system in order to:   * Maintain and improve the standards of pupil behaviour, attendance and punctuality. * Raise the standards of pupil attainment and achievement. * Monitor and support pupil progress.   To lead, challenge and support the pastoral teams in their intervention strategies, ensuring clear lines of communication and accountability with measureable and discernible outcomes.  To ensure that all pupils are effectively guided and supported.  To participate in the School’s arrangements for performance management, professional development, quality assurance and internal verification.  Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers’ Pay and Conditions Document (STPCD). |
| **Reporting and Accountable to** | | **:** | Headteacher and Governors |
| **Responsible &**  **Accountable for** | | **:** | The operation and effectiveness of the pastoral system |
| **Liaising with** | | **:** | Headteacher, Leadership Team, Heads of Year, Curriculum Leaders, the  SENCO, relevant staff with cross-school responsibilities and relevant Local authority representatives, external agencies and parents/carers. |
| **Work time** | | **:** | Full time as specified within the STPCD |
| **Salary/Grade** | | **:** | L10 to L14 |
| **Disclosure level** | | **:** | Enhanced |
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| **1** | **Professional duties (General)** | | |
| * To carry out the professional duties of a teacher in the school and fully meet all the teacher standards. | | |
| * To ensure the tone, discipline and ethos of the school are maintained to the highest standard. | | |
| * To work with the Headteacher and Senior Leadership Team in effectively building, communicating and implementing a shared vision for the school. | | |
| * To contribute to all aspects of strategic planning, with a view to leading change and development in key areas. | | |
| * To inspire, challenge, motivate and empower others to act as leaders at all levels within the school. | | |
| * To participate and lead certain key areas in the production of the annual School Improvement Plan, involving all relevant key members of the school. | | |
| * To write specific aspects of the school self-assessment document in relation to the areas of pupil behaviour and welfare. | | |
| * To support appropriate governor sub-committees including:   + the preparation of and presentation of reports as requested   + the attendance at sub-committee and full governors meetings as required. | | |
| * To undertake any professional duties of the Headteacher or Deputy Headteacher, as required by the Headteacher or the governing body, in the event of their absence. | | |
| * To have senior leader oversight responsibility for one or more departments and also a year group. | | |
| * To carry out any other duties the Headteacher requires which are reasonable and commensurate with the level of the position within the school. | | |
| 2 | **Professional Duties (Role Specific)** | | |
| * Develop a strategic view of the pastoral system, alongside the senior leadership team and Governors, which guides planning, target setting and practice. | | |
| * Develop and ensure implementation of whole school policies with regard to the Pastoral system that are robust, systematic and consistent. | | |
| * Produce short, medium and long term plans to develop the pastoral system in relation to: * Pupil welfare * Behaviour and conduct * Rewards and sanctions * Appropriate intervention with pupils * Overcoming barriers to learning for identified groups | | |
| * Be a pro-active member of the senior leadership team, helping to inform the strategic direction of the School. | | |
| * Liaise with the Assistant Headteacher (SEF) to: * Ensure that matters of discipline, rewards and attendance are monitored and evaluated. * Ensure that the performance of individual pupils is improved and celebrated. * Ensure that partnerships with parents/carers are established and maintained to involve them with their child’s learning and, if necessary, behaviour. | | |
| **3** | **Leadership & Management (General)** | | |
| * To act as a positive role model for both staff and students. | | |
| * Play a pivotal role in leading, developing and enhancing the teaching practice of others. | | |
| * To review, revise relevant policies so that they are comprehensive, understood and consistently applied by all parties. | | |
| * Monitor the quality of teaching and learning and sharing judgements with teachers and support staff as appropriate and ensure its effectiveness. | | |
| * Hold staff to account for the quality and efficacy of their work and the progress of students they teach. | | |
| * Ensure that all staff have the tools to develop and maintain positive and constructive relationships with pupils. | | |
| * Establish clear expectations amongst staff and develop team working and an acceptance of accountability. | | |
| * Sustain own motivation and that of other staff. | | |
| * Act as an appraiser in line with school Appraisal Policy and to use appraisal to develop and ensure the professional effectiveness of staff. | | |
| * Identify key professional development needs of others. | | |
| * Lead professional development through example and support. | | |
| * Work closely with the SENCO to ensure EHCPs and any other school based behaviour improvement plans are effectively and consistently implemented. | | |
| * Ensure that the SLT have all the necessary information in relation to pastoral issues. | | |
| * Work collaboratively with middlmmiddle level leaders and senior leaders. | | |
| 4 | **Leadership and management (Specific to the Role – Pastoral System Leadership and Management)** | | |
| * To monitor, evaluate and develop the operation and effectiveness of the pastoral system. | | |
| * To lead and manage the pastoral system. | | |
| * To monitor and evaluate all aspects of the pastoral programme to ensure the quality assurance is effective. | | |
| * To work with the SENCO to ensure that individual pupils receive individual support. | | |
| * To be involved in decision making and policy development across the school. | | |
| * To provide to the Headteacher, on a half-termly basis, a written report on and an analysis of behaviour, achievement and progress of the year groups, including vulnerable pupils, and the impact of intervention with individual pupils, based on the reports provided by Year Leaders to the post holder and any other evidence or information, and to quality assure the information and analysis contained within the reports. | | |
| * To respond to national developments in regard to pastoral issues and report to the senior leadership team and governors | | |
| 5 | **Leadership & Management (Specific to the Role – Pupils behaviour, punctuality and attendance)** | | |
| * To ensure that pupil effort/behaviour processes of the year groups are efficient and accurate and help to minimise the impact of behaviour on pupil progress. | | |
| * To ensure that the progress of pupils is analysed, under achievement and lack of progress is identified and success is celebrated. | | |
| * Ensure that there are effective systems in place which all staff consistently apply to promote at least good behaviour from all pupils. | | |
| * To liaise with other schools to arrange pupil transfer of data. | | |
| * To line manage the BSU working creatively to ensure alternative provision is managed in the best interests of all parties. | | |
| * To liaise with other schools in relation to managed moves or in year transfers. | | |
| * To prepare and hold assemblies. | | |
| * To ensure that pupil attendance and punctuality to lessons and school is monitored. | | |
| * To ensure that reports of pupil behaviour are kept up to date. | | |
| * To ensure that detailed behaviour, intervention and support logs are kept for all pupils that can be easily accessed by the Senior Leadership Team. | | |
| * To assist the Headteacher in producing reports for permanent exclusions and also attend pupil governor disciplinary panel meetings as required. | | |
| * To ensure that parents are contacted to discuss pupil behaviour when necessary. | | |
| * To meet, as scheduled, with the Headteacher and other colleagues and liaise with external agencies. | | |
| * To promote the ethos of the school and intervene where necessary. | | |
| * To ensure that evidence is gathered and collated to inform recommendations on any pupil disciplinary actions, including exclusions, and present to the Headteacher. | | |
| 6 | **Leadership & Management (Specific to the Role – Pupil welfare, guidance and pastoral support)** | | |
| * To ensure that the School’s anti-bullying, anti-racist and anti-homophobic policies are written, reviewed and are effectively and consistently implemented. | | |
| * To gain a sound knowledge of all pupils. | | |
| * To ensure contact with parents of highlighted pupils is maintained | | |
| 7 | **Leadership & Management (Specific to the Role – Designated Safeguarding Lead, Child Protection Officer, LAC Officer)** | | |
| * Ensure that the all members of the school aware of and abide by the most recent legislation and guidance in relation to safeguarding, child protection and looked after children. | | |
| * Ensure that all staff including themselves are fully trained in relation to safeguarding legislation and guidance. | | |
| * Ensure that confidential records in relation to safeguarding or child protection issues are stored in line with legislation and DfE guidance. | | |
| * To advise the SLT and governing body of any changes in legislation and/or DfE/local guidance in relation to safeguarding/child protection or LAC. | | |
| * Attend local authority safeguarding meetings, any national statuary meetings and feedback to SLT. | | |
| **8** | **Health and Safety** | | |
| * Be aware of the requirements in the Health and Safety at Work Act as applicable to the department with the business manager as necessary. | | |
| * To ensure the implementation of the school Health and Safety Policy generally, and with particular reference to the department. | | |
| * To be responsible for the implementation of school regulations relating to educational visits. | | |
| **9** | **Other aspects** | | |
| To line manage a number of staff members through the school’s performance management system. | | |
| Be available before and after school to deal with urgent matters. | | |
| Establish and maintain effective working relationships with all stakeholders. | | |
| Take responsibility for own professional development. | | |
| Participate in break and lunch time duties and maintain a high profile in the school. | | |
| To prepare and hold assemblies as required. | | |
| Uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside School. | | |