

Assistant Head: Behaviour, welfare & safety

Group 8 ISR: L12 – L16

Number on Roll: 1619

Job Purpose: Dynamic leadership of pastoral systems to ensure all students (from Y6 transition to the end of Y11) thrive in a safe, caring and supportive environment. Enabling students to succeed and achieve by removing barriers to learning and holding all students and staff to high account for their part in ensuring High Storrs is an excellent school community.

Responsible to: The Head teacher of the school

Strategic Planning

- Create and communicate a shared vision, ethos and strategic plan for behaviour, welfare and safety that inspires and motivates all stakeholders and reflects the needs of the school and its community as part of Sheffield and in its wider context.
- Translate the vision for behaviour, welfare and safety into clear objectives that promote and sustain school improvement
- Coordinate pastoral systems (including the House system, PSM and behaviour interventions both internal and external) and safeguarding to support achievement and progress across Y7-11
- To assist with school self-review and QA (including subject SIT) and lead on behaviour, welfare and safety
- To be the CPLO of the school and lead on school safeguarding and e safety
- Lead on Y7 admissions, transition and Primary liaison
- Champion and lead systems and approaches to positive student mental health and well-being
- Line management of the Heads of House
- To deputise for the Head teacher as appropriate

Teaching and Learning and student progress

- Set high expectations and challenging targets for behaviour across the community, monitoring effectiveness and evaluating learning outcomes through managing staff and student voice and the analysis of data.
- Ensure a school-wide focus on student behaviour for learning and positive conduct, using data (e.g. *number of seclusions, exclusions*), target setting and national benchmarks to monitor progress and standards
- Establish creative, effective approaches to behaviour for learning (including celebrations, sanctions, parent partnership etc), responsive to the needs of the pupil community.
- Ensure a culture that supports and facilitates pupil engagement in, and ownership of their own behaviour and learning.
- Monitor, evaluate and review classroom practice through leadership and promote improvement strategies, challenging underperformance, poor behaviour and ensuring corrective action.

Quality Assurance

- To support procedures and processes put in place for developing the curriculum and student achievement.
- Drive the pastoral quality assurance system
- Manage the behaviour, welfare & safety SEF and its development

- To act as SLT link for specified departments

Transition at Y6

- To promote and champion the High Storrs offer across the school and the city
- To ensure transition to HSS Sixth Form is a smooth, positive and inclusive process that balances high expectations and good pastoral support from the outset (including oversight of the admissions process, and induction/settling in events for students and parents including summer school)

Staffing

- To act as a role model for the highest professional standards within the framework of the schools expectations.
- Recruit, retain and deploy staff appropriately.
- To support staff attendance and well being
- To serve as an Appraiser within the school's Appraisal system
- To serve as SLT link to House Heads
- To have oversight of the duty rotas to ensure the safety of our students through-out the day

Communication and Community

- Lead on Y6 recruitment and links with other educational providers within and beyond the school SWLP
- Oversight of primary liaison
- To liaise with all staff in regard to a wide range of aspects relating to the work of the school
- To support clear lines of communication between different teams within the school
- Ensure learning experiences for pupils are linked and integrated with the wider community, local, national and global.
- Build a school culture and curriculum that takes account of the richness and diversity of the school's communities.
- Create and promote positive strategies for challenging all forms of prejudice and harassment.
- Promote the concept of lifelong learning and family engagement with learning through partnership.
- Manage effective relationships with all stakeholders and partners.
- Lead and further develop celebrations of success

Management of Information

- To lead on the strategic use of Data in regard to pastoral matters and safeguarding
- To manage parental enquiries and complaints in regard to behaviour, welfare and safety

Publicity

- To support the development and maintenance of the school prospectuses
- To contribute to school newsletters, blogs, social media etc
- To promote the school within the area and nationally

Management of Resources

- To take on tasks in regard to the day to day management of the school

- To assist the Head teacher in the management and development of all resources including: site, staff, finance and stock
- To evaluate and monitor staff performance in regard to Careers work and work experience

Additional Duties:

- To attend school functions throughout the academic and calendar year
- To offer full support to the work of the school ensuring that each individual is successful
- To undertake any other duty as specified by the Teacher's Pay and Conditions Document
- Work with the Governing Body through its committee structures (and be lead SLT for Students and Community Committee)

Employees will be expected to comply with any reasonable request from the Head teacher to undertake work of a similar level that is not specified in the job description.

This job description is current to the role

Sheffield City Council

Assistant Headteacher - Person Specification



Person Specification (AHT)

All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding and knowledge of safeguarding meet the requirements of the person specification.

Qualification and experience

Candidates should have:

1	Qualified Teacher Status (QTS)
2	Experience across the appropriate age range(s)
3	Evidence of recent leadership experience that has contributed to school self-evaluation and the development of whole school priorities
4	Supported whole school strategic improvement to improve pupil outcomes
5	Evidence of recent, appropriate professional development

Personal qualities

Candidates should:

1	Demonstrate a passion for teaching and learning
2	Communicate effectively and develop positive relationships with all stakeholders
3	Demonstrate excellent interpersonal skills
4	Be decisive, consistent and focused on solutions
5	Demonstrate the capacity to lead others, be reflective, resilient and adaptable
6	Be able to motivate and inspire others
7	Listen carefully and consider the views of others

Skills

Candidates should be able to:

1	Support a vision for the school and secure commitment to it from others
2	Demonstrate their involvement in the interpretation and analysis of data to accurately inform school improvement and to monitor pupil progress
3	Support systematic and rigorous whole school monitoring and evaluation
4	Demonstrate their ability to plan to support whole school priorities and improve pupil outcomes
6	Evidence their work in collaboration with other schools, fellow professionals and external organisations to improve outcomes
7	Support the development of teaching and learning in school
8	Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines

Professional knowledge and understanding

Candidates should:

1	Be committed to securing equality of opportunity for pupils in school
2	Have an understanding of curriculum and assessment developments and how they support pupils' learning
3	Have secure knowledge of what constitutes highly effective teaching and its impact on the outcomes of all pupils
4	Maintain high standards of pupil behaviour and attitudes to learning
5	Have experience of supporting vulnerable pupils in school
6	Take a lead in the supporting staff in their professional development

Safeguarding

Candidates should have:

1	Knowledge of national and local safeguarding guidance
2	Experience of safeguarding and promoting the welfare of children and young people
3	A commitment to work with relevant agencies to protect children and young people
4	Knowledge of best practice and procedures in school for safeguarding children and young people

The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).