SENIOR ASSISTANT HEADTEACHER

Behaviour and Inclusion

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| Working time: | Full time, permanent |
| Grade: | L12 – 16 subject to experience |
| Disclosure level: | Post is subject to a current enhanced disclosure |
| Reporting to: | Headteacher |
| Working with: | SENCO  PP Lead  Pastoral team  Deputy DSLs  Staff  Parents  External agencies  Governors  The Local Authority |

**STRATEGIC PURPOSE OF POST AND LEADERSHIP ROLE**

Leadership and development of our reward and celebration culture

Leadership of our behaviour and attitudes

Reactive and proactive behaviour support for staff

Line management for Pastoral staff

Development and implementation of Anti-Bullying strategy

Parent engagement

Leadership of student attendance and punctuality across school including students in Alternative Provision

Co-ordination and management of Negotiated Transfers and In Year Transfers

Leadership of school safeguarding alongside the Deputy Designated Safeguarding Leads

Leadership of Personal Development

To act as a role model for the highest possible standards of pastoral and assertive behaviour management practice.

To share in the leadership of the school, ensuring the highest possible quality of education and experience for all students and supporting the Headteacher and other leaders to maintain the good order and smooth running of the school.

To work with the Headteacher so that school resources are efficiently managed, staff are rigorously held to account and appropriately supported.

To develop and maintain positive relationships with outside agencies, the DfE and Ofsted as necessary.

To carry out such other associated duties as are reasonably assigned by the Headteacher.

**MAIN CORE DUTIES**

*Shaping the future: Strategic direction*

1. Ensuring that all areas of their work are well managed and underpinned by strong communication.
2. Leading on allocated areas of the school improvement plan (SIP) and contributing to half termly School Evaluation and SIP updates.
3. Ensuring that record keeping and communications are rigorous, efficient and GDPR compliant eg. s175. Safeguarding Audit
4. Ensuring the school is prepared for Ofsted inspections, reviews and other benchmarking visits.
5. Helping the headteacher promote the school effectively and organise set marketing pieces (eg: Open Evenings)
6. Ensuring that all statutory policies relating to your areas of responsibility are up to date and on the website.
7. To be accountable for leading and managing change.
8. To be responsible for and regularly update all school policies relating to your role .
9. To demonstrate a commitment to –
10. the collaborative school vision of excellence and equity – high standards / expectations for all
    * 1. students.
      2. helping to set and achieve challenging and ambitious targets.
      3. inclusion.
11. To demonstrate the ability to –
    1. think strategically.
    2. inspire, challenge, motivate and empower others.
    3. model the values and vision of the school and actively promote our Christian ethos

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| **BEHAVIOUR AND CONDUCT**  To lead the learning of both staff and students to ensure the teaching and learning is of the highest quality by:   * Participating in regular reviews of the school’s behaviour policy and sharing the impact * Overseeing and ensuring consistent implementation of the school behaviour policy (including the logging of behaviour) * Lead in the investigation and processing of more serious behaviour incidents and their outcome * Monitoring behaviour for learning and conduct incidents and trends, including by group, and working with other leaders, to ensure there are appropriate and effective strategies and responses. * Working with the CPD lead to ensure that there is an appropriate induction and professional development programme for teaching and support staff linked to positive behaviour management and a celebration culture. * Ensure the provision of strong reactive support systems to staff in managing behaviour incidents. * Working with students and parents to secure their engagement with the school but also the highest aspirations of each individual student and their behaviour * Agreeing appropriate responses and interventions where behaviour issues reach pre-exclusion stage. * Working with outside agencies in supporting the behavior of students   **LINE MANAGEMENT OF PASTORAL STAFF**  Under the direction of the Headteacher:   * Providing inspirational leadership and strong support and challenge to the pastoral team ensuring their work adds the highest value possible to the culture of the school and that they feel valued. * Ensuring that pastoral processes and systems are effective and efficient. * Ensuring pastoral staff are working to school policies in all aspects of their work (e.g. decision making processes, record keeping) advising and supporting them in this work. * Supporting pastoral staff with more serious breaches of the behaviour policy and leading on the response to these. * Meeting to review conduct and behaviour (including attendance and punctuality) and agreeing interventions. * To line manage the AHT Rewards and Student leadership to ensure that the rewards system is robust and underpins our values   **SAFEGUARDING**   * Leadership of the Deputy Designated Safeguarding Leads * Leadership and review of the CPOMs System * Leadership of highly effective statutory training for all staff and maintain accurate records * Leadership of Team Around the Child/Team Around the School meetings * Leadership of the S175 audit * Leadership of the KCSIE agenda * Ensuring that the PSHE programme underpins the safeguarding of all staff and students * Leadership of the Prevent agenda   **INCLUSION**   * Ensure the smooth transition of students who join outside of main transition periods * Ensure Personal Support Plans are in place and their success reviewed at the correct time * Leadership of appropriate alternative education * Leadership of the NT process in school * Line management of the SENCO * Line management of PSHE/Careers lead to ensure the equality of opportunity for all students   **TEACHING**   * To evaluate and monitor the progress of students and keep up-to-date student records as may be required. * To contribute to the preparation of Action Plans and progress files and other reports. * To alert the appropriate staff to problems experienced by students 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, after consultation with the appropriate staff * To contribute to PSHE, Citizenship and Enterprise according to school policy * To apply the Behaviour management systems so that effective learning can take place. * To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. * To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are 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 and school subject specialism(s) are reflected in the teaching/learning experience of students * To undertake a designated programme of teaching. * To ensure a high quality learning experience for students which meets internal and external quality standards. * To prepare and update subject materials. * To maintain discipline in accordance with the school’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. * 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. |
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WIDER PROFESSIONAL RESPONSIBILITIES

As a member of the St Hilda’s family, you will be expected to:

* support our 5 values of Wisdom, Hope, Community, Dignity and Equality.
* be sympathetic to the teachings of the Church of England.
* operate at all times within the stated policies and practices of the school.
* establish effective working relationships and set a good example through their presentation and personal and professional conduct.
* co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students.
* contribute to the corporate life of the school through effective participation in meetings.
* take part in marketing and liaison activities such as parents evenings, review days and other appropriate school events.
* recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the school’s Health and Safety policy.
* promote the welfare of children and to support the school in safeguarding children though relevant policies and procedures.
* establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task undertaken may not be identified. All staff may be required to undertake other such reasonable duties as may be required in line with the grade of this post.

**This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.**

**This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service**

**In your letter of application, please  *demonstrate* how you meet these criteria.**

**Do not include a curriculum vitae.**

**Candidates failing to meet any of the essential criteria will automatically be excluded.**

**[A]**

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| **Qualifications and Training** | **Essential** | **Desirable** | **Source** |
| Qualified teacher status | **E** |  | **A** |
| Recognised honours degree which demonstrates in-depth subject knowledge | **E** |  | **A** |
| Professional Development relevant to Middle/Senior Leadership | **E** |  | **A** |
| Further professional development in preparation for deputy headship and/or headship |  | **D** | **A** |

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| **Experience, leadership and management** | **Essential** | **Desirable** | **Source** |
| Teaching experience in more than one secondary school |  | **D** | **A/I** |
| Substantial teaching experience across key stages 3 & 4 | **E** |  | **A/I/R** |
| Substantial teaching experience across key stage 5 |  | **D** | **A/I/R** |
| Teaching record of delivering consistently outstanding lessons, sharing good practice and developing the practice of others | **E** |  | **A/I/R** |
| Successful senior leadership experience including evidence of direct impact on others in the team and on student outcomes | **E** |  | **A/I** |
| Evidence of the ability to manage a team effectively | **E** |  | **A/I** |
| Clear vision and strong commitment to inclusion and how this can be achieved for all students | **E** |  | **A/I** |
| Effective collaborations with external agencies | **E** |  | **A/I/R** |
| Set, maintain and actively promote high standards of student behaviour | **E** |  | **A/I/R** |
| Evidence of successful management of student progress through the use of tracking and monitoring of student data at whole school, department or year group level | **E** |  | **A/I/R** |
| Experience of development planning, policy setting and implementing a vision to take an aspect of whole school improvement forward with successful outcomes | **E** |  | **A/I/R** |
| Excellent behaviour management practice, including knowledge and understanding of managing complex behaviour and social needs experienced by challenging students | **E** |  | **A/I/R** |
| Experience of leading of CPD, coaching and/or mentoring other staff | **E** |  | **A/I/R** |

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| **Knowledge/Understanding** | **Essential** | **Desirable** | **Source** |
| Outstanding practitioner in own subject area, as evidenced by student progress/outcomes/performance feedback | **E** |  | **A/I/R** |
| Knowledge of the management and legalities of the inclusion agenda, negotiated transfers and exclusions. | **E** |  | **A/I** |
| An understanding of the challenges faced by students from disadvantaged backgrounds and importance of inclusions in equality of opportunity | **E** |  | **A/I** |
| Data-smart with the ability to use data analysis to improve progress and outcomes for students across all 3 key stages | **E** | **D (KS5)** | **A/I** |
| Recent professional development/INSETrelevant to the post | **E** |  | **A/I** |
| Knowledge of supporting staff and championing their professional development | **E** |  | **A/I** |
| Knowledge of and commitment to the implementation of the safeguarding agenda | **E** |  | **A/I/R** |
| Knowledge of SISRA, SIMS and other suitable systems to track, monitor and intervene with students | **E** |  | **A/I** |

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| **Personal Qualities and Skills** | **Essential** | **Desirable** | **Source** |
| Strong commitment to the schools Christian values and vision | **E** |  | **A/I** |
| Ability to communicate effectively, tactfully and sensitively with students, parents and carers | **E** |  | **A/I/R** |
| An excellent networker – receptive, flexible and persuasive | **E** |  | **A/I** |
| Team player – empathetic to the needs of the school, able to challenge, support and inspire | **E** |  | **A/I** |
| Strategic, able to balance long-term and short-term goals | **E** |  | **A/I** |
| Demonstrate personal and professional integrity, including modelling vision and values | **E** |  | **A/I/R** |
| Ability to motivate, inspire, challenge and empower teams and individuals to achieve high goals | **E** |  | **A/I** |
| Ability to prioritise, plan and organise yourself and others | **E** |  | **A/I** |
| Demonstrate resilience and optimism | **E** |  | **A/I** |
| Demonstrate a capacity for sustained hard work, with energy and drive to succeed | **E** |  | **A/I** |

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| **Pre-Employment Checks** | **Essential** | **Desirable** | **Source** |
| Positive recommendation from all referees, including current employer | **E** |  | **R** |
| Positive reference from your minister or vicar on a letterhead | **E** |  | **R** |
| Satisfactory health and attendance record | **E** |  | **R** |
| Enhanced DBS Clearance post appointment | **E** |  | **N/A** |

*(Source: A=Application (form+letter); I=Interview; R=Reference)*

1. **Application Form and Supporting Statement**

The form must be fully completed and legible.

The supporting statement should be clear, concise and related to the specific post. No more than 2 sides of A4, font size 12.

There should be no unexplained gaps in career history.