



JOB DESCRIPTION

Job Title:	Assistant Headteacher – Behaviour & Attitudes
Start Date:	September 2025
Responsible to:	Headteacher
Salary:	L9-L13 (Fringe Area Benefits apply)
Core Purpose of the Post <ul style="list-style-type: none"> To work with the Senior Leadership Team to define and maintain the vision, ethos and direction of the pastoral provision and support for behaviour and attitudes across the school. To drive behaviour standards and improve student attitudes and engagement with school. Develop interventions, use of sanctions and pastoral support to improve the behaviour and conduct of students. Support teacher and staff development so that they apply policies and systems in a way that improves student engagement with school and learning. To assist the Headteacher with the day to day smooth running of the school and provide professional leadership and management of areas of school development which will be negotiated depending on the expertise, experience and interests of the successful candidate. 	
Main Areas of Responsibility <p>Assistant Headteacher</p> <ul style="list-style-type: none"> To assist the Headteacher and the Senior Leadership Team with the day to day smooth running of the school. To be an active member of the senior leadership team and valued voice in strategic discussions. Be a high-profile visible presence during the school day and at school events. Support all staff to uphold high expectations of behaviour, conduct and attitudes. Represent the school within the local and wider community as required. Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct. Build positive and respectful relationships across the school community including with parents/carers. Report to stakeholders e.g. governors or parents on successes, achievements as required. To contribute to Inspection readiness and success. To work closely with key colleagues to triangulate and inform priorities including, but not limited to, the SENDCO and AHT – Personal Development and Safeguarding. <p>Behaviour and Attitudes</p> <ul style="list-style-type: none"> Implement effective strategies to promote positive behaviour across the school, fostering a culture of respect and responsibility. Lead and manage school behaviour systems including, but not limited to, internal exclusions, patrol. Review, develop and enforce the school's policies related to behaviour, pastoral care and conduct. Continue to implement our self-evaluation programme to feed into the school's SEF by monitoring and reporting on: behaviour and attitudes, student conduct, attendance, exclusions, rewards and sanctions and the overall culture of respect and inclusion 	

- Lead on whole-school behaviour strategy, including the development, implementation, and monitoring of effective systems for consequences/sanctions as well as rewards/praise.
- Lead the intervention and support programme for students at risk of exclusion.
- Ensure robust systems are in place for recording, analysing, and addressing exclusions, bullying, and racist incidents, fostering a safe and respectful school environment.
- Oversee outreach and inclusion support including admissions via the Fair Access Protocol.
- Lead on alternative provision/curriculum pathways.
- Lead on suspension and permanent exclusion investigations and associated paperwork
- Report to stakeholders e.g. governors or parents on successes, achievements as required
- Line manage key pastoral personnel including Heads of Learning and pastoral support staff.
- Lead staff training and development in behaviour management strategies, restorative practices, and inclusive approaches to discipline.
- Work closely with teachers, parents, and external agencies to create a collaborative network focused on the welfare and progress of each student.
- Oversee the management of detentions and sanctions.
- Keep abreast of professional reading, research and strategies to inform decisions.
- Be a visible presence for teachers to support them with behaviour management including facilitating restorative discussions with students and providing coaching and support.

Communication and Liaison

- Attend and contribute to directed time meetings including the Senior Leadership Team meetings.
- Assist and contribute to the whole school improvement plan and relevant faculty improvement plans.
- Review the provision of guidance and support to students through form time and support Heads of Learning to manage form tutors and communication with parents/carers/external agencies.
- Liaise with members of the pastoral team, SEND team, parents/guardians in order to support the removal of barriers to learning.
- Share key findings from analysing and reviewing behaviour data.

General

- Promote and prioritise safe working practices including following the statutory Keeping Children Safe in Education guidance.
- Participate in the appraisal process as determined by the school.
- Read and familiarise yourself with school policies and any updates provided.
- Fulfil pastoral responsibilities including leadership of a pastoral team and of assemblies.
- Contribute to the overall social and cultural life of the school.

PERSON SPECIFICATION

Essential (E) and Desirable (D)	(E)	(D)
Qualifications		
A good honours degree.	✓	
Qualified Teacher Status.	✓	
Qualified to Masters level (or equivalent).		✓
A commitment to ongoing professional development.	✓	
Engagement with formal professional development courses eg: NPQs.		✓
Knowledge and Experience		
A strong classroom teacher with confident subject knowledge.	✓	

Experience teaching in a second subject.		✓
Experience of line managing staff.	✓	
Recent experience working in a pastoral role in an educational setting.	✓	
An understanding of how to use assessment and data to raise standards/outcomes.	✓	
Experience of supporting teachers to address wider/pastoral/behaviour barriers to learning.	✓	
Understanding of current educational issues, barriers to learning and natural data.	✓	
Experience of deliver training/leading INSET.		✓
Leadership qualities		
Experience of leading and managing a team to work towards common goals despite individual responsibilities and pressures.	✓	
Experience of managing concerns/complaints with sensitivity and compassion towards an appropriate positive outcome.	✓	
Leading by example as a credible behaviour lead with high levels of integrity and professionalism.	✓	
Proven record of innovation and leading change successfully.	✓	
At least 2 years' experience at middle leadership.	✓	
Experience of senior leadership in a challenging context.		✓
Have strong behaviour management and can deconstruct strategies to support others.	✓	
Resilience and tenacity in upholding standards and school policies.	✓	
Skills and Abilities		
Able to communicate well both in writing and orally.	✓	
Able to articulate/evaluate impact to both internal and external professionals.	✓	
Excellent organisational skills, time-keeping and ability to meet deadlines.	✓	
An ability to develop good professional relationships with staff and students.	✓	
Be a credible advocate for students, their needs and personal circumstances whilst holding them to account for their behaviour.	✓	
Be credible in their ability to give feedback on lessons that is accurate and sensitive.	✓	
An ability to engage with and evaluate data to identify trends, narratives and actions.	✓	
Personal qualities including support for the Mount Grace School character virtues (<i>in italics</i>)		
A growth mindset when working with both children and colleagues to achieve the best outcomes.	✓	
Have unconditional positive regard for students and staff and be an advocate for promoting equality, diversity and inclusion.	✓	
Support staff wellbeing by developing resilience to manage challenging behaviour in a way that empowers and doesn't undermine staff credibility/authority.	✓	
Enthusiasm and passion for teaching and an ability to inspire students/staff (e.g. through assemblies).	✓	
A willingness to engage in <i>reflection</i> to improve practice including their own.	✓	
An ability to model <i>curiosity</i> and encourage critical thinking.	✓	
The <i>resilience</i> to overcome challenges and seek support when required.	✓	
The <i>confidence</i> to coach teachers in a way that is supportive and welcomed.	✓	
An ability to model <i>respect</i> and lead others to have high ambitions.	✓	
An ability to work supportively and address underperformance with <i>compassion</i> .	✓	