



JOB DESCRIPTION

Assistant Headteacher Responsible for Pastoral and Behaviour

Who we are: The University of Cambridge Primary School is an Inclusive, Innovative and Ambitious school. We are committed to challenging the status-quo, to engage in research, to ask different questions about education and release our imaginations. We are bold enquiring educators, following John Dewey's statement that 'the most important attitude that can be formed is that of desire to go on learning'. We empower and educate all children and adults to ask better questions, develop positive attitudes to learning through playful enquiry, oracy and dialogue and strong habits of mind. We challenge thinking in the pursuit of innovative ideas. Our mission: to support the development of education for all children, everywhere.

Role Assistant Headteacher for Pastoral and Behaviour (50% teaching responsibility in class)

Responsible to: Executive Headteacher

Scale Grade: Leadership Scale

Purpose: The purpose of the job is to lead and take responsibility for pastoral and behaviour provision across the school

Job Context There are two Assistant Headteachers in the school; they each take operational lead in various aspects of the educational provision of the school and are key to the success of the school. Individually accountable, they work as part of the leadership team to ensure the highest standards of professionalism and quality of teaching and learning for all children. Demonstrating excellence in their own teaching practice, they lead teaching and learning across the school to ensure the highest expectations for all children; they are research-informed especially in relation to inclusion. They identify strengths and areas of weakness, supporting improvement in practice through coaching, managing and leading teams of people in a climate where excellence is the standard. They engage in a pursuit of knowledge and learning for themselves - both self-directed (including professional reading) and provided by the school. They support communication with parents and stakeholders in professional and proactive ways. They consistently model our qualities of engagement competencies (Level 4/5) with a positive proactive attitude to finding ways through for every child. They lead and communicate passionately. They are highly organised, diligent and efficient. They have the ability to build rapport with our various communities. They have an excellent relationship with children. They are committed to the aims, vision and mission of the school.

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The Job Description is indicative of the roles, responsibilities, accountabilities, impact and outcomes. Detail of impact and outcomes will be discussed and determined as part of the professional appraisal processes. The Job Description will be reviewed regularly. The Job Description is not the contract between the School and the employee.

Dimensions to the role:

1. The Assistant Headteacher is an excellent teacher and inspiring lead professional in the school; they are expected to have an up to date knowledge of research related to education and to articulate key messages in research into their practice and in the practice of others.
2. The Assistant Headteacher will hold responsibility for the implementation and management of the behavior policy including data collection, analysis and reporting.
 - a. Take professional responsibility and accountability on a day-to-day basis for the work of the Lower or Upper School.
 - b. Ensure high quality inclusive education for all children; they have responsibility for and should demonstrate impact on the progress and outcomes of all children
 - c. Understands the diverse communities in our school implementing the diversity strategy and gathering appropriate data for analysing and reporting.
 - d. Being centrally involved in the quality assurance and evaluation of the school.
3. The Assistant Headteacher deals with and reports the progress and outcomes to governors, the Executive Headteacher, the Senior Leadership Team, parent and community stakeholders.
4. The Assistant Headteacher manages an operational budget that is defined annually by the Finance Committee.

Principal Accountabilities

| Accountabilities | Results and deliverables |
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| Safeguarding: Assistant Headteachers promote a robust safeguarding culture, following all safeguarding policies | |
| <ol style="list-style-type: none"> 1. To ensure that safeguarding, health and safety and educational policies are understood and followed to the highest standard across the school (Nursery through to Year 6) 2. Designated Safeguarding Lead | <ul style="list-style-type: none"> • Risks assessments are compliant • Health and Safety review indicate best practice • Safeguarding practices of the team are strong (as determined by internal and external review) |
| Education Assistant Headteachers are responsible for the quality of education (specifically the quality of teaching and curriculum offer) across the school, as determined by the school policies and guidance documents | |
| <ol style="list-style-type: none"> 3. To carry out professional duties of a teacher as described in the Teachers’ Standards and pay documents. 4. To be responsible and accountable for the highest standards of behaviour, attainment, progress and motivation through effective teaching across the school. A keen eye for detail and the ability to recognise and understand those children who may | <ul style="list-style-type: none"> • Teaching quality is either good or better consistently across the phase group and/or shows progress of quality of teaching because of your influence, leadership and management. • 100% of children make expected progress from their starting points and related to their individual needs. |

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We take our Prevent Duty seriously and promote British Values at all times. Equality for all children, staff and volunteers is embedded in our ethos, thus meaning discrimination of disability, race, religious beliefs, gender, sexual orientation, sexual identity and gender identity is not tolerated. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check and satisfactory references.

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| <p>appear to significant barriers to learning.</p> <ol style="list-style-type: none"> 5. Support curriculum leadership and implementation. 6. To actively seek new curriculum opportunities and ensure they are implemented well, with evaluation and impact on children identified and reported to the Leadership Team and governors. 7. To promote creative, inclusive and innovative practice across the whole school 8. To take the leadership of a particular area of the school, as needed and directed by the Executive Headteacher, commensurate with the role and job purpose (e.g. pastoral or behaviour). 9. To lead on the delivery of a positive family dining lunchtime. 10. To lead on the delivery of positive playtimes empowering children to lead their play and holding adults accountable. 11. Take leadership on the implementation of our LABS process (reviewing learning, attendance, behaviour and safeguarding for groups and individual children) | <ul style="list-style-type: none"> • Behaviour is largely pro-social because systems are adhered to, communication between different stakeholders is timely and clearly sets high expectation. • Anti-social behaviour is managed highly effectively. |
| <p>People (Leadership & Developing Others): Assistant Headteachers coach, mentor and manage people in their phase group teams; giving clear direction about learning and teaching expectations, offering support and challenge to improve outcomes for all children; they lead appraisal and review of people in their teams.</p> | |
| <ol style="list-style-type: none"> 12. Establish good working relationship and good working practices, support teachers and learning coaches across the school in relation to behaviour management, pastoral and inclusion 13. Ensure that individual role accountabilities are clearly defined, understood and agreed and are subject to robust review, support and evaluation 14. Distribute leadership throughout the team, forging teams of colleagues who have distinct roles and responsibilities 15. Instil a strong sense of accountability across the team for the impact of their work on children's outcomes; to be accountable for the strategic leadership and management, within the context of the school's vision, culture and policies | <ul style="list-style-type: none"> • People in your team highly rate your leadership and management • All school documents are completed to a high standard (e.g. minutes of meetings, appraisal documents) • Morale and motivation of people in your team is high • Vast majority of parents/carers say that concerns and complaints are handled well |
| <p>Inclusion: The Assistant Headteacher are unswerving in their duty to ensure the highest research-informed principles of inclusion are enacted in the school.</p> | |

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| <p>16. To model and enable principles of inclusion as stated in our Diversity Strategy and SEND policies and practices to be realised.</p> <p>17. To instil a <i>Learning Without Limits</i> culture within the cluster, in line with the school ethos, vision and mission statements.</p> <p>18. To champion the most vulnerable children by challenging colleagues to reflect on their practice; take responsibility to identify any explicit or implicit practices that 'exclude' children and effect change in this respect</p> <p>19. To ensure children and their families with behavioural need and SEMH feel valued and included</p> | <ul style="list-style-type: none"> • Children with SEND and those with additional needs make good or better progress because your leadership of a culture of inclusion and an 'ethic of everybody' is demonstrated in all your work • Vast majority of parents/carers of children with SEND or entitled to Pupil Premium or in other vulnerable categories say that the school has supported their child • Minutes of meetings (including LABS, Leadership Minutes, Learning Support Meetings, Data Pupil Progress meetings) show expertise in finding ways to address underperformance of children |
| <p>Organisation & Communication: The Assistant Headteacher ensure all operational aspects of their role are carried out, meeting deadlines, showing efficiency and good management skills.</p> | |
| <p>20. Inspire confidence in the community through precise and passionate communication of the school's work</p> <p>21. Ensure deadlines are met consistently</p> <p>22. Take responsibility for the communication of matters to the Executive Headteacher in a timely and solution focused way</p> <p>23. To support the Executive Headteacher in establishing partnerships within the locality and further afield</p> <p>24. Establish and consolidate links with neighbouring pre-school providers and other relevant professionals (e.g. social services, speech therapists, health visitors, educational psychologists, etc.)</p> | <ul style="list-style-type: none"> • Deadlines are consistently met with work to a high standard • All communication is consistent with the UCPS 'tone' and values • Positive feedback is received from external partnerships about your work. • Meetings are efficient and well documented with clear actions and identified accountabilities and delegations. |
| <p>Outcomes: The Assistant Headteacher collates data and reports to leaders and governors using school policies and systems.</p> | |
| <p>25. Ensure that educational standards are ambitious, through securing excellent analytical understanding of how children learn and of the core features of successful classroom practice and curriculum design.</p> <p>26. Working with the Leadership Team and Executive Headteacher to plan, agree and oversee the delivery of the curriculum across the phase and to be accountable for the quality of its implementation and impact.</p> <p>27. Ensure that all educators are empowered through high quality behaviour management practices to include all children.</p> | <ul style="list-style-type: none"> • Demonstrative evidence of rich curriculum opportunities that promote progress, academic outcomes and children's well being • High quality planning that leads to Quality First Teaching across the school • Hold teachers and learning coaches to account for their work • Curriculum Team is highly effective because planning, progression mapping and assessment identify strengths, |

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| <p>28. Work in partnership with other everyone, challenging ideas of one another, holding each other to account in a spirit of collaboration and striving for highest professional standards</p> <p>29. To attend meetings as appropriate with the Governing Body and parents and to provide such reports and information as required.</p> <p>30. To help provide training and workshops for team members and parents/ carers</p> | <p>areas of weakness and success of children</p> <ul style="list-style-type: none"> • Peers rate highly your expertise, leadership and management work • The exclusion of children is incredibly rare. • Behaviour plans are detailed, insightful and communicated with the wider team so that children’s experiences are consistent. |
| <p>Learning Environments: The Assistant Headteacher Create happy, purposeful and inclusive learning environments worthy of sharing with other educators across the globe</p> | |
| <p>31. To take responsibility for health and safety</p> <p>32. To ensure the school is presented in a positive and professional way ensuring the accessibility policy is implemented.</p> <p>33. To demonstrate innovative responses to learning environments and challenge preconceived positions about the organisation of class and learning space</p> | <ul style="list-style-type: none"> • Learning environments are well ordered, organised, respond to the needs of children, engaging and tidy • Learning environments address the need of language and vocabulary acquisition • Learning environments support children to be more independent and develop their agency • Children are observed to be proactive, highly engaged and learning knowledge and skills effectively |
| <p>Financial Management: The Assistant Headteacher ensure financial prudence in a culture of care for all resources and taking responsibility for the use of public funds</p> | |
| <p>34. Support strategic financial planning to ensure effective use of budget and resources.</p> <p>35. Manage a designated budget, as required, ensuring that the school achieves value for money in all circumstances.</p> <p>36. Ensure that all resources, especially those of high value, are accounted for, stored and managed effectively within phases.</p> <p>37. Understand and follow all financial policies.</p> | <ul style="list-style-type: none"> • Storage and control of equipment is excellent and well-organised. • There is no overspend. • Reports to the Executive Headteacher and Director of Business show how resources have impacted on positive outcomes for all children. |

Flexibility Clause

As a term of your employment you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.

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