

**Job Description: Assistant Headteacher Personal Development Behaviour & Welfare**

**Job title**: Assistant Headteacher PDBW

**Salary**: Leadership 10-14

**Responsible for:** Inclusion, Attendance & Behaviour Support

**Reporting to:**  Deputy Headteacher

***The applicant will be required to safeguard and promote***

***the welfare of children and young people.***

**Core purpose:**

* + - * To be strategic lead for improving the attendance of pupils whole school so that rates are consistently above national, paying particular attention to vulnerable groups’ attendance and Persistent Absenteeism
			* To analyse attendance data to inform where interventions need to take place using the schools current systems and line manage the Attendance Officer
			* To take the strategic leadership and management actions necessary to ensure that students with learning or behaviour needs make progress equal to or better than expected.
			* To promote inclusion and acceptance of all students and to encourage students to interact positively with staff and each other through behaviour and engagement in learning.
			* To take strategic lead of the development, delivery and evaluation of strategies to support the successful inclusion of all students, particularly those most vulnerable to underachievement or at risk of failure
			* To take a strategic lead in identifying priorities for improvement in the attendance, behaviour and progress of vulnerable groups and individuals: PP, CLA, SEN, EAL, and those with behaviours which impede progress
			* To actively analyse behaviour data to inform interventions which contribute to and develop positive behaviour management so that all students are engaged and participate positively in their own behaviour and learning.
			* To line manage Year Leaders and Pastoral Managers so that they prioritise the most vulnerable pupils in school ensuring they are in school, safe and behave well.
			* To take a strategic lead on the rewards and sanctions policies in school, ensuring they are fit for purpose and that pupil voice is considered as part of the review process.
			* To be aware of safeguarding policy so that the whole pastoral team is aware of their responsibilities within this remit and to report to the DSL in school as appropriate
			* To uphold the catholic vision and ethos of the school, model gospel values and contribute actively to maintaining a respectful and calm ethos where all members of our school community feel valued and listened to.

**Main areas of responsibility**

* To ensure that the attendance of pupils remains a high priority and is analysed to inform actions following the schools protocols
* To establish and deliver an holistic approach to all aspects of pupil support and inclusion;
* To chair Pastoral team meetings and ensure effective communication to staff;
* To ensure effective communication on behaviour and inclusion issues with pastoral team;
* To manage the pastoral team ( Year Leaders, Pastoral Managers, Inclusion Manager, Attendance Officer) to ensure that information is shared daily on which pupils are in isolation etc and ensure that data is kept up to date and used to inform further actions
* To actively promote and lead the rewards system to pupils, staff and parents ensuring clarity at all levels
* To ensure that data is used effectively to action interventions in order to drive up achievement for pupils with behaviour issues
* To lead and reinforce the Behaviour Policy with all staff including the efficient running of the detention system, report system etc so that all staff and pupils are aware of their responsibilities and expectations
* To liaise with parents regarding individual pupil incidents including meeting with them as necessary
* To conduct reintegration meetings with parents and pupils following fixed term exclusion
* To present evidence to the Headteacher before seeking a fixed term exclusion for a pupil
* To collate all evidence and documentation required for permanent exclusion cases
* To manage all in-year admission of pupils
* To manage the Managed Pupil Transfer process, liaising with relevant Local Authority personnel
* To produce and manage the on call rota, carry out on call duties and maintain a visible and authoritative presence around school in and between lesson time and unstructured time
* To actively promote and lead the rewards system to pupils, staff and parents ensuring clarity at all levels
* To liaise closely with the SENCO/safeguarding lead to ensure awareness of CP and other vulnerable pupils for all staff
* To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.

**Class teacher responsibilities**

* To carry out the duties of a school teacher as set out in the current School Teachers’ Pay and Conditions Document.
* To carry out the duties of a general class teacher as detailed in the school’s class teacher job description
* To be responsible for a specific class or age group of children to be decided on appointment.

**Pupil care**

To be responsible for:

* The effective induction of pupils
* Contributing to the determination of appropriate pupil groupings
* The consistent reinforcement of the uniform policy to raise standards of presentation and promote a collegiate and family ethos in school life
* The promotion among pupils of standards of conduct/discipline and a proper regard for authority, the encouragement of good behaviour and commitment to the common good
* The development among pupils of self-discipline
* The handling of individual pupil disciplinary cases.

**Curriculum Development**

* Ensuring arrangements for the daily act of collective worship and the spiritual life of the school
* Providing a curriculum for the spiritual, moral, social and cultural development of all pupils in line with the distinctive Catholic nature, purpose and aims of the school
* Ensuring the development, organisation and implementation of the school’s policy and programme for the personal and social development (PHSCE) of pupils including pastoral care, sex education, LGBGT and guidance in accordance with the teachings and doctrines of the Catholic Church

**The internal organisation, management and control of the school**

**To contribute to:**

* Fulfilling the school’s Mission Statement
* Maintaining and developing the Catholic ethos, values and overall purposes of the school
* Formulating the aims and objectives of the school and policies for their implementation
* A development plan which will translate school aims and policies into actions
* Monitoring and evaluating the performance of the school and its achievements as a Catholic school
* Implementing the governing body’s policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs
* The efficient organisation, management and supervision of school routines

**The management of resources**

* To contribute to the formulation of the school’s policies and procedures concerning resource management in accordance with the school’s Mission Statement.
* To allocate, control and account for those financial and material resources of the school which are delegated by the Headteacher.
* To promote an attractive environment which stimulates learning and enhances the appearance of the school and expresses its Catholic identity.
* To contribute to arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety.
* To maintain effective working relationships with external agencies and services contracted to the school and the Authority.

**The management of staff**

* To participate in the selection and deployment of teaching and non-teaching staff of the school
* To contribute to good management practice by ensuring positive staff participation, effective communication and procedures
* To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers in school
* To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.
* To maintain good relationships with individuals, groups and staff unions and associations.

**Relationships**

* To advise and assist the governing body as required in the exercising of its functions including attending meetings and making reports.
* To assist liaison and co-operation with Diocesan and Authority officers and support services.
* To help in maintaining and developing effective communications and links with parents, as the prime educators, and to provide positive responses to concerns and problems regarding their children’s education.
* To assist liaison with other educational establishments, especially other Catholic institutions, in order to promote the continuity of learning, progression of achievement and curriculum development.
* To assist liaison with other professional bodies, agencies and services.
* To develop and maintain positive links and relationships with the parish community, local organisations and employers:

To promote a positive image of the school

To ensure that the school plays a constructive role in the life of the parish and community and that its curriculum draws on the nature and resources of that community.

**Role as a member of the SLT of St. Anne’s RC High School**

* To work with the Headteacher and governors in developing the vision and strategic direction of the school
* Ensure a school wide focus on achievement and standards
* To assist the Headteacher in the day to day running of the school including taking assemblies, leading the pastoral team, assisting in organising parents’ evenings, promoting health and safety, and by attendance at extra-curricular events
* To work with the Governing Body to report to the PDBW sub-committee
* To promote the aims and values of the school, be a positive role model within the school, with parents and the wider community;
* To line manage staff according to school policy and support, challenge and develop them in their roles thus ensuring a culture of accountability at all levels
* To prepare agendas for relevant meetings and forward these to the DHT/HT
* To participate in SLT meetings including early morning briefings, weekly meetings and any other meetings required
* Responsibilities may be changed at the discretion of the Headteacher

**Person Specification – Acting Assistant Headteacher Personal Development Behaviour and Welfare**

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|  | Criteria | EssentialDesirable | Evidence from |
| Education &qualifications | Degree qualificationQualified teacher statusCommitment to extend own skills/knowledgethrough further professional developmentPractising Catholic | EssentialEssentialEssentialDesirable | SupportingStatementReferences |
| Experience | Successful experience at middle management levelExperience of leading, motivating and monitoringother members of staffExperience of using data analysisExperience as a successful tutor or further pastoralresponsibilitiesExcellent classroom practice across 11-16 age range | EssentialEssentialEssentialEssentialEssentialEssential | SupportingstatementReferencesInterview |
| Knowledge &understanding | Understanding of best practice in the effectiveintervention to support pupils who have becomedisengaged in learningUse of pupil data and how it informs intervention Understanding of effective self-evaluation systemsUse of data and strategies to improve theattendance of pupils and vulnerable groups ofpupilsAbility to research strategy at local and national level to improve attendance and behaviour data | EssentialEssentialDesirableDesirableEssential | SupportingstatementReferencesInterview |
| Skills & abilities | Excellent communication and interpersonal skillswith adults and young peopleAbility to lead and support middle leaders and staffAbility to analyse complex issues and planstrategicallyAbility to work effectively with governors, LA staffand outside agenciesAbility to exercise good judgement and makeeffective decisionsWell developed ICT skills | EssentialEssentialEssentialEssentialEssentialEssential | SupportingstatementClassroomobservationInterviewReferences |
| Personalqualities | Passionate belief in the ability of every pupil toachieveA clear educational vision and sense of directionGood organisational skills and high levels of selfmotivationEnergy, self confidence and the ability to ‘givemore’ when the occasion demands itAbility to work under pressure and to meetdeadlinesGood sense of humour and the ability to maintain asense of perspective in all working conditionsRecord of good health, attendance and punctualityExcellent emotional intelligence  | EssentialEssentialEssentialEssentialEssentialEssentialEssentialEssential | SupportingstatementReferencesInterview |

**Prepared/revised by: Mr D Wright 1st October 2019**