Job pack

Post: Assistant Headteacher (Personal Development, Behaviour and Welfare)

Start date: January 2018

Salary: Leadership Scale: L10-12 (inner London)

Deadline for applications: Thursday 21st September 2017 at 12pm

Longlisting and contacting candidates: Friday 22nd September

Interviews (2 days): Thursday 28th and Friday 29th September 2017

*The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for the successful candidate.*

**About us:**

We are a new school in the middle of the Gascoigne community in Barking, East London, and the first secondary school to be built on the estate, which is itself undergoing significant regeneration. As a result we have the opportunity to make a genuine impact on the future of our students and the community over the coming years. This is a responsibility which we take very seriously and everything we do as staff and governors is done to ensure the best possible outcomes for our students.

The school is built upon three core principles:

1. The development of a teaching and learning culture in which students are challenged and are regularly taken outside of their comfort zone. We want to promote a culture of self efficacy and resilience amongst our students so that they are able to stand on their own two feet when they leave school.
2. A culture of positive behaviour based upon high expectations, clear routines and strong relationships between staff and students.
3. Aspiration for all of our students. We want our students to dream big and to have high expectations for themselves. We start discussing careers from Year 7 onwards and work closely with universities, colleges and businesses to provide talks and visits for our students in order to raise their awareness of the numerous pathways available to them.

The successful applicant will be joining a small Senior Leadership Team consisting of the Headteacher and the Business Manager and will play a key role in the school’s development over the coming years.

Greatfields is a partner school within the successful Partnership Learing multi-academy trust.

**The staff:**

Everyone who visits the school comments upon what a friendly and welcoming group of staff we have. Our staff are absolutely committed to the students, the community and what we are aiming to achieve as a school. Perhaps the most impressive quality that our staff possess is their willingness to take on board new ideas and to develop their own practice. This is a restless school, which never sits still and is constantly striving to improve and this is very much driven by the attitude and professionalism of our staff.

**The governors:**

We are extremely fortunate to have a Local Governing Body who are very supportive and care deeply about the school. Our governors come from a range of backgrounds but they all have a connection to the local area and to the community and a commitment to securing the best possible outcomes for our students. They have played and will continue to play an important role in the school’s development.

**Job description for Assistant Headteacher (Personal Development, Behaviour and Welfare):**

**Line manager:**

The postholder will be responsible to the Headteacher

**Core responsibilities and duties:**

* leadership of behaviour across the school;
* leadership of attendance and punctuality;
* strategic leadership of inclusion;
* Designated Safeguarding Lead.

**Associated responsibilities and activities:**

1. ***Leadership of behaviour across the school***
   * + Lead by example in their daily conduct and presence around the school building; talking to students and staff with respect at all times as per the positive behavior policy.
     + To ensure that the school’s high expectations and routines are maintained by students and staff at all times.
     + To lead daily line ups alongside Heads of Year.
     + Weekly line management meetings with the Heads of Year.
     + Monitoring student progress, attendance and behaviour data in each year group.
     + Acting Head of Year 8 for the first six months of the post.
     + To establish and maintain positive relationships with parents ensuring effective communication between the school and parents.
     + To lead staff training sessions surrounding behaviour when appropriate.
     + Visit and host other schools in order to share best practice.
     + Attend any relevant training/courses.
2. ***Leadership of attendance and punctuality***

* Ensure that the school meets its whole school attendance target of 97.5%.
* Be responsible for the production and evaluation of attendance and punctuality data to identify groups of students with attendance concerns.
* Lead in the development of consistent systems for monitoring student attendance, recognising good attendance and identifying individual students with attendance concerns, including persistent absence.
* Lead Heads of Year to ensure that appropriate responses are being taken for individual students with attendance concerns.
* Arrange for liaison with Partnership Learning’s Attendance Officer to support the School, where appropriate.
* Ensure that appropriate strategic overviews of attendance matters are provided on a timely basis for SLT and Governors.
* Ensure that appropriate information concerning student attendance is available for all stakeholders, including students, parents, subject teachers and tutors.

1. ***Strategic leadership of inclusion***

* Have oversight of the identification and monitoring of Pupil Premium, EAL and other vulnerable students, to include evaluating whether the appropriate support mechanisms are in place to maximise their progress; liaise regularly with the link governor for Pupil Premium and EAL.
* Have oversight of the effective provision of Enrichment opportunities including after school clubs, external speakers and visits. This will include monitoring the extent to which all students are provided with such activities.
* Lead in the effective use of relevant data to monitor these areas of the school’s work with a view of ensuring the Senior Leadership Team and Governors have an appropriate strategic overview of student progress and support provision.
* Organise the annual Celebration Evenings to recognise students’ progress and achievements throughout the year.

1. ***Designated Safeguarding Lead***

* Strategic responsibility for all aspects of safeguarding in the school including: ensuring that policies are up to date; regularly checking Single Central Record; and keeping up to date with new statutory guidelines with regards to safeguarding.
* Keep their Level 3 DSL training up to date.
* Ensure that all staff receive appropriate Child Protection training on an annual basis and to induct new staff who start during the academic year.
* Ensure the school has an inclusive and safe culture in which students feel confident in raising any concerns issues they may have with members of staff.
* Ensure that safeguarding is embedded within the all aspects of the school curriculum.
* Attend relevant core group and Child Protection Conferences and to liaise with external agencies when appropriate.
* Ensure effective internal referral systems are in place.
* Maintain up to date records on all safeguarding concerns.

1. ***All members of the Senior Leadership Team***

* Lead by example in all aspects of school life.
* Act as a role model in own teaching practices in line with the school’s overall teaching and learning objectives and policies.
* Play a major role, under the overall direction of the Headteacher, in:
  + participating in school monitoring and self-evaluation procedures;
  + planning, organising, developing, monitoring, evaluating and reviewing the School Action Plan;
  + line-managing designated responsibility postholders;
  + developing school systems, as designated;
  + establishing, implementing and reviewing school policies, as appropriate;
* Deputise for the Headteacher, as required.
* Assume other duties which may be reasonably required or delegated by the Headteacher, from time to time.

***This job description will be reviewed regularly and may be subject to change at any time after consultation with the postholder.***

**Person specification:**

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| **Criteria** | **Essential/**  **Desirable** | **Evidence** |
| **Qualifications and Training:** | | |
| Appropriate degree or equivalent | E | F |
| Qualified Teacher Status | E | F |
| **Professional Experience:** | | |
| Experience as Head of Year or equivalent role | D | F/A |
| Experience in a senior leadership role/whole school role | D | F/A |
| **Abilities and skills** | | |
| Proven quality as a classroom teacher | E | F/ |
| Ability to successfully train, lead and manage staff (both individuals and teams) and monitor effectiveness with regard to standards and outcomes | E | A/I/T/R |
| Ability to present confidently to a large group of staff or students | E | A/I/T |
| Ability to hold people to account | E | I/R |
| Ability to implement new initiatives successfully | E | A/I/R |
| Ability to be an effective team player | E | A/I/R/T |
| Ability to form strong, positive relationships with students, parents and staff | E | A/I/T//R |
| Ability to make good decisions under pressure | E | I/T/R |
| **Personal qualities** | | |
| Values driven with a genuine desire to make a difference | E | A/I/T/ |
| Ambitious and driven | E | A/I/T |
| Willingness to constantly improve and develop professionally | E | A/I/T/R |
| Willing to ‘go the extra mile’ | E | A/I/T/R |
| Ability to inspire colleagues | E | A/I/T/R |

***A=Application letter; F=Application form; I=Interview; T=Tasks; R=Reference;***