**JOB DESCRIPTION**

**Job title:** Senior Assistant Headteacher: Behaviour / Culture

**Salary range:** L14-18

**Accountable to**: Deputy Head / Headteacher

**Job Purpose**

As a member of the senior leadership team, to lead staff to enable all students to make as much progress as possible, and to develop as confident, well-educated and happy young people. You will be flexible and multi-skilled and able to take on any portfolio or area of responsibility. The leadership challenges and demands in a school mean that specific responsibilities have to change from time to time, and this role is one in which adaptability and creativity are paramount.

**Main Responsibilities**

* To assist the Headteacher in the leadership and management of the school and in all aspects of school improvement
* To participate in decision making by demonstrating initiative, with the introduction of positive ideas and influence within the leadership team and other staff teams
* To contribute to the self-evaluation process
* To be a strong leadership presence during the school day and be available to support staff, students and parents in the day to day running of the school
* To ensure all responsibilities, tasks and activities consider the inclusion of all vulnerable groups within the school community
* Under the reasonable direction of the Headteacher, to carry out the duties of a teacher as outlined in the job description for a classroom teacher
* To deputise for the Headteacher as required
* To undertake any other responsibility as deemed reasonable by the Headteacher

**Specific Responsibility for Behaviour/Culture**

* Lead pastoral leaders and work with the Deputy Head to build a strong team which secures our shared vision and cements high standards of behaviour and discipline throughout the school.
* Lead the review implementation and realisation of the EWS Behaviour framework.
* Work with Curriculum Leaders to promote good behaviour for learning within departments.
* Lead the development, implementation and maintenance of a praise and rewards programme that promotes a growth mind-set and a culture of high achievement, with regular celebration.
* Act as a Deputy Designated Senior Safeguarding Lead
* Understand and share knowledge of adolescent development in order to improve student behaviour.
* Build close links with parents, in particular groups of ‘hard to reach’ parents, to support a culture of high

aspiration and achievement.

* Contribute to the development and provision of the highest quality of education at EWS.
* Play a leading role in cultivating a school ethos founded on the school value.
* Make sure that young people of all abilities and backgrounds fulfil their potential.
* Encourage staff to develop their own practice, while maintaining a passion for their own subject.
* Develop the capacity for leadership across the school and in other people.
* Contribute to partnerships with outside organisations and agencies which positively influence the provision in the school and its reputation and ‘brand’ within the wider community.
* Promote a positive ethos across the school based on the school vision.

**Other Duties / Responsibilities**

These will be negotiated with the successful candidate on an annual basis:

* Personal Development
* Student behavior and rewards
* Student Voice
* Catch Up Funding
* Values
* Hard to reach stakeholder Outreach and Engagement strategies
* Work with curriculum leaders to promote good behavior for learning with departments
* Whole school literacy and numeracy
* Parents Evenings
* KPI’s Governors
* Responsible for KS3 HOY / Behaviour
* To attend leadership team briefings and meetings
* To attend whole staff and other meetings and lead them where appropriate as per the school calendar
* To take an active role in staff professional development
* To prepare and present reports as required e.g. for governors
* To take an active role in providing information for publicity and the school newsletter
* To attend meetings during evening hours or in school holidays as required
* Enactment of health and safety requirements and initiatives as directed
* Ensuring compliance with data protection legislation
* At all times operating within the schools equality policy
* Commitment and contribution to improving standards for students
* Acknowledging customer care and quality initiatives
* Contributing to the maintenance of a caring and stimulating environment for students

**In our school context, we add the following practical demands. We should be:**

* Highly visible so we lead and support our colleagues and reassure our young people. We need to be systematic about visibility and hold others to account.
* Collaborative so that decisions are understood and gather general assent. We need to explain and explain again why an action or procedure is needed then ensure it happens.
* Able to see a broad picture and link it to the school plan, resisting fashions and gimmicks.
* Resisting short cuts or easy answers: ensuring colleagues do their jobs, not doing it for them.
* Able to investigate, research, analyse, plan, implement and evaluate.
* Concerned for the work-life balance of our profession and the future of school leadership by making sustainable choices, not modelling, promoting or expecting a damaging long hours culture. Wherever possible, reducing demands and encouraging professional freedom while monitoring success.
* United, so that all members of the team support one another but having difficult conversations when necessary.

The purpose of these qualities is to provide us with a common foundation on which our authority as leaders stems, but also to which we are accountable. Some of them are very hard and we will have to ensure we support and develop leaders at all levels of the school in meeting these expectations.

**Line management**

* Head of Faculty
* Head of Year
* Relevant support staff in line with specific responsibilities

**In the Leadership Group we should also abide by the Principles of Public Life;**

* *Selflessness* – to act for the greater good, not for our own power, status or relationships
* *Honesty* – to reflect issues as they are and to be honest with each other
* *Openness* – to explain our actions and respond to criticism, not just to demand compliance
* *Integrity* – to do what is right, and what builds up a solid and reliable education system.
* *Objectivity* – to make decisions on merit, not because they make life easier
* *Accountability* – to take responsibility for our actions, as public servants
* *Leadership* – to act according to these six principles and to enable others to do so to