




National Teaching School
designated by

**National College for
Teaching & Leadership**



GREAT SANKEY HIGH SCHOOL

ASSISTANT HEADTEACHER BEHAVIOUR AND WELFARE

JOB DESCRIPTION & PERSON SPECIFICATION





GREAT SANKEY HIGH SCHOOL JOB DESCRIPTION

ASSITANT HEADTEACHER BEHAVIOUR AND WELFARE

Responsible to: Headteacher

Core Purpose of Leader:

- ✓ To have overall responsibility for developing further rewards systems whilst knowing a clear strategy for behaviour and discipline.
- ✓ To lead the process of student tracking and target-setting to raise attainment and students' progress against national improvement measures.
- ✓ To line manage the pastoral system and ensure effective data is used to achieve every student's full potential.
- ✓ To support the aims of the school, ensuring that the philosophy of inclusion continues to be the experience of all pupils.
- ✓ To maximise the achievement of students, through all general SLT duties.
- ✓ To provide coherent and cohesive leadership of the school's self-evaluation strategies for school improvement.

Strategic Direction and Development:

- ✓ To carry out a full review of behavioural systems and create a vibrant, highly effective pastoral system
- ✓ To be responsible for the strategic direction and development of student tracking, target-setting and intervention programmes within the School
- ✓ To monitor, review and evaluate the associated plans and report as appropriate to the Headteacher/Governors, the LA and DfE.
- ✓ To have an overall view of the rewards system and report back on it's effectiveness
- ✓ To promote high levels of achievement throughout the implementation of a clear rewards and behaviour system across the whole school
- ✓ To support and secure the commitment of others to the vision, ethos and policies of the school
- ✓ To represent the school and deputise as a member of the SLT as needed.
- ✓ To undertake lead roles common to all SLT, and associated management duties as appropriate.
- ✓ To develop student leadership

Accountabilities

- ✓ To lead the creation and implementation of the school discipline plan in relation to leading, managing and supporting teaching
- ✓ To lead all staff in achieving a consistent approach to behaviour and management
- ✓ To manage the evaluation of the effectiveness of the school rewards systems and analyse the impacts on students
- ✓ To monitor, evaluate and review the progress of action plans for all areas of responsibility to ensure continued, successful delivery, providing regular updates for all relevant parties, both internally and externally.

- ✓ To be responsible for the successful achievement of all agreed objectives.

Teaching and Learning:

- ✓ To lead effective INSET/training as appropriate.
- ✓ To be responsible for certain curriculum areas as SLT line-manager, ensuring high standards of Teaching and Learning through effective Appraisal.

Leading and Managing Staff:

- ✓ To lead and manage the Heads of Houses and Houses Officers to ensure high quality pastoral provision.
- ✓ To lead and manage designated Middle Leaders and their curriculum areas, as SLT line-manager, ensuring high standards of Teaching and Learning, through effective Appraisal.
- ✓ To be responsible for the effective delivery of their Appraisal Reviews and the monitoring, evaluation and review of effective departmental progress plans.
- ✓ To develop and maintain excellent relationships with staff.
- ✓ To work with Middle Leaders to effectively analyse, interpret and evaluate data to track students' progress and carry out appropriate interventions to address underperformance
- ✓ To continue personal professional development for self.

Efficient and Effective Deployment of Staff:

- ✓ To liaise with Heads of Department to ensure for effective delivery of the School Improvement Plan in the School.
- ✓ To manage the day to day administration of allocated whole-school responsibilities and associated direction of staff.
- ✓ To liaise on behalf of the school with all key partners and sponsors.
- ✓ To liaise regularly with all SLT/Middle Leaders, leading meetings as appropriate to ensure effective delivery across the school and in particular a successful timetable.

The responsibilities above are subject to the general duties and responsibilities contained in the current statement of Teachers' Conditions and Employment.

This job description takes into account the recommendations of the roles and responsibilities as outlined in the TTA National Standards as well as the broad guidelines for Subject Leaders.

This job description is not necessarily a comprehensive definition of the post and will be subject to modification or amendment at any time after consultation with the post holder.

Person Specification / Selection Criteria for Assistant Headteacher

Note: The Applicant will be required to safeguard and promote the welfare of children and young people. Candidates failing to meet any of the essential criteria will automatically be excluded.

[A] Qualifications

Qualification requirements	Essential	Desirable	Source
Qualified teacher status	E		A
Recognised degree or equivalent.	E		A
Further professional development: post-entry qualification		D	A

[B] Experience

	Essential	Desirable	Source
At least four years' teaching experience	E		A/I/R
Teaching experience in more than one secondary school		D	A/I
Middle Leader Responsibility	E		A/I/R
Whole-school development responsibility		D	A/I/R
Evidence of successful pupil achievement	E		A/I/R

[C] Knowledge/Understanding

	Essential	Desirable	Source
Recent professional development/INSET	E		A/I
Leadership and Management training		D	A/I
Understanding of current educational initiatives and priorities	E		A/I
Understanding of whole-school management		D	A/I
Knowledge of Attainment & progress data at KS3 and KS4	E		A/I

[D] Personal Qualities and Skills

	Essential	Desirable	Source
Good communication skills	E		A/I
Good interpersonal skills	E		A/I
Ability to relate well to students	E		A/I
Team player	E		A/I
High levels of commitment	E		A/I

Ability to motivate	E		A/I
Ability to meet deadlines/manage time	E		A/I
Organisational skills/initiative	E		A/I
ICT literate	E		A/I
Commitment to the school ethos and aims	E		A/I

[E] Pre-Employment Checks

	Essential	Desirable	Source
Positive recommendation from all referees, including current employer	E		R
DBS Clearance post appointment	E		N/A

[F] Application Form and Supporting Statement

The form must be fully completed and legible.

The supporting statement should be clear, concise and related to the specific post.

There should be no unexplained gaps in career history.

(Source: AF=Application (form+letter); I=Interview; R=Reference)