
Job Description for Assistant Headteacher (Behaviour and Standards)

Responsible to: Headteacher

Based at: Wingfield Academy

Paid on: L10 – L14 of the School Leadership Pay Scale

MAIN DUTIES

Areas of Accountability

The specific responsibilities of the role are:

Strategic leadership of behaviour and student's attitudes

- Have sole accountability for student behaviour and attitudes across the Academy.
- Maintain a daily visible presence in lessons and during unstructured time, acting as barometer for the behaviour climate and responding proactively as and when necessary to maintain the high standards of Wingfield Academy.
- Develop and ensure the effective implementation of Academy systems and routines that ensure:
 1. All students in school are safe, **respectful, responsible, and resilient** and are free from bullying and discrimination.
 2. Students conduct at unstructured time is calm and orderly
 3. All students are punctual to lessons
 4. All students attend in full uniform
 5. High expectations for behaviour and student conduct
 6. All staff deployed in these systems have a good understanding of their role and how it should be executed.
- Regularly monitor, evaluate and amend said systems and routines. Scrutinising rates, patterns, of suspensions and lesson removals at student and staff level. Making the necessary changes to affect positive improvement on student behaviour.
- Ensure the reporting of behaviour on the school's information management system is fit for purpose and maintains high levels of accuracy.
- Provide weekly reports at SLT meetings and on a half termly basis to the advisory board.
- Ensure the Academy's behaviour for learning policy is continually reviewed and implemented so that every learning environment is free from disruption and safe for young people to learn. This should be in line with national statutory guidance.
- Ensure the effectiveness of the Consequence room as internal suspension including the maintenance of high quality learning whilst students are in attendance.
- Implement and have safeguarding oversight of managed moves, re-direction off site including where students are placed at alternative secondary schools for time limited periods.

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- Delegated responsibility for the execution of Academy suspensions, ensuring the process is in line with statutory guidance. Ensuring all suspensions are checked and signed by the Headteacher.
- Coordinate the 10/ 15 day governor behaviour panel and permanent exclusion process: Meeting and related paperwork follows modelled process in line with statutory guidance.
- Line manage Pastoral Leaders and Consequence Room Manager.
- Be abreast of National guidance for suspensions which will inform Academy practice, ensuring that all systems are in line with legal guidelines
- Develop and lead staff professional development that ensures every member of staff has gained the skills and expertise in effective behaviour management both within the classroom and at unstructured times.
- Attend, contribute and maintain positive working relationship at pupil management groups amongst other local secondary schools.
- To act as the senior source of parental contact for any issues relating to behaviour and attitudes.
- To work in partnership with the Director of Inclusion to coordinate high quality alternative provision for our most vulnerable students ensuring that they achieve in line with national expectations.

Shaping the future: Strategic Direction

- To make a significant and notable contribution to the strategic development of the Academy as well as taking personal responsibility for the monitoring and successful completion of the strategic plan and playing a leading role in it.
- To actively support as well as strategically develop and maintain Academy policies and practices that promote high expectations, high achievement and inclusion through effective teaching, learning and behaviour strategies.
- To energetically support the leadership of an agenda of significant change, to raise standards and outcomes in all areas of Academy life as it moves to become outstanding.
- To work at the direction of, and in conjunction with, the Headteacher to translate the vision into agreed priorities, action plans and demanding key performance indicators and targets aimed at maximising every student's personal progress and achievement, whilst promoting ongoing school improvement.
- With the Headteacher, ensure that plans resulting from the strategic direction agreed for the school are rigorously evaluated and result in courses of action that are competently implemented and thoroughly embedded to effectively evidence impact.
- To work with the Headteacher to develop and sustain a challenging and clearly articulated vision for the Academy, which sets high standards for all students and which is understood, shared and acted upon effectively by students, staff and the Trust Board.
- Demonstrate the Mission and Values of Wingfield in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- To actively engage and forge supportive partnerships with all stakeholders including parents, members of the Trust Board, learning community partnership schools, other secondary schools and colleges, business and community partners, and the wider community as appropriate, all in line with Academy strategic objectives.
- To maintain an agenda of high standards that is 'child centred, progress focused', and do so without complacency or compromise.
- Ensure the sustained raising of aspiration, achievement and attainment, is met through an inclusive, nurturing and innovative lifelong education environment.

Quality of Academy Provision

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- To be a visible presence and high profile member of the Academy's Senior Leadership Team modelling the highest professional standards and supporting all staff to maintain an environment that allows students to grow and thrive.
- To ensure the quality of educational provision including a broad and balanced curriculum, inspiring teaching and assessment that is fit for purpose providing memorable learning experiences that prepare students for the next stage of life.
- Ensure the delivery of an inclusive and equitable curriculum, irrelevant of students' social disadvantage, which takes into account the unique needs and qualities of every young person; supporting them to grow in character, resilience and confidence.
- Promote spiritual, moral, social, cultural, mental and physical development of students, and prepare them for the opportunities, responsibilities and experiences of later life.
- To have high expectations for behaviour and establish clear and consistent routines to ensure a calm and orderly environment where student's exemplary behaviour allows them to thrive.
- To promote and secure good and outstanding teaching, effective learning, high standards of achievement, good behaviour and discipline, which enables teachers to meet their professional standards.
- Undertake a teaching commitment and model outstanding classroom practice.
- To actively seek opportunities to collaborate with other academies, innovative and high achieving schools in and beyond the locality to share and develop excellent pedagogies.

Securing Accountability

- To ensure personal leadership provides a strong sense of direction and is relentless in its pursuit to improve the quality of education and experience for all students.
- To set high standards as a leader, modelling at all times, the highest possible standards of professionalism, ethical leadership, dress sense and personal behaviour.
- To work actively with other members of the Academy Leadership Team in monitoring the performance of both professional and co-professional staff in line with the Academy's appraisal policies, strategies and practices.
- Work with the Trust Board and the Headteacher (providing robust updates against key performance indicator's and objective advice and support) to enable both to meet their responsibilities.
- Ensure that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Develop and present a coherent, understandable and accurate account of the Academy's performance in relation to specific area of responsibility to a range of audiences including Trustees, parents and carers.
- To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

Developing Self and Working with Others

- Motivate, inspire and enable all staff to carry out their respective roles to the highest standard.
- Ensure a high standard of professional development for all staff and for self, taking into account, needs identified through appraisal process, latest educational thinking and research; workload and staff wellbeing.
- Develop a culture of responsibility that recognises both excellence and supports appropriate strategies to deal with under performance in accordance with Academy appraisal and capability policies and procedures.
- To build a collaborative professional learning culture within the Academy.
- In conjunction with the Headteacher endeavour to recruit and retain ambitious, hardworking and well qualified staff.
- Develop and maintain effective strategies and procedures for staff induction.

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- Reflect on personal performance and contributions made to Academy achievements, whilst taking account of feedback from others in order to improve practice.
- To work, through the Academy's line management system, with appropriate staff, in ensuring a safe working and learning environment through application of appropriate risk assessment and adherence to current Health and Safety regulations.
- Treat everyone within the Academy fairly and equitably.
- Remain positive, resilient in the face of challenge and adversity.

Strengthening the Community

- Create and maintain a trusting partnership with parents and carers that will actively and positively improve students' achievement and educational experience;
- To seek opportunities to invite parents and carers, community figures, and those from the wider community, business or other organisations into the Academy to enhance and enrich the Academy and its value to the wider community.
- To seek opportunities to positive promote the Academy on a variety of social media networks or through the local press.
- To be present at events/activities where representation of Academy staff is required as directed by the Headteacher.

Safeguarding children and young people

- Wingfield Academy is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

Equal opportunities

- To take responsibility, appropriate to the post for tackling unlawful discrimination amongst all groups in line with the Equality Act 2010.

Health and Safety

- To work in compliance with the academy's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the academy;
- To ensure compliance with procedures is observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training, instruction and supervision as necessary to accomplish those goals.

Data Protection

- To ensure compliance with all relevant legislation and GDPR regulations.

Other Duties

- The post holder will be subject to appraisal objectives agreed annually.
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Headteacher.
- To take on any whole school initiative or responsibility that the Headteacher may direct.
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

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- To conduct daily duties during unstructured times as instructed by the Headteacher.
- To attend weekly Senior Leadership Team meetings.
- To attend any activity out of school time as directed by the Headteacher.

The specific responsibilities of the role can be discussed at interview with the Executive headteacher. A decision will be made base upon the successful candidates interest, experience and the needs of the school.

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Person Specification for Assistant Headteacher (Behaviour and Standards)

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • Senior middle leadership experience • Successful management of others • Demonstrable experience of improving student outcomes at middle leadership or senior leadership level • An excellent classroom practitioner • Understanding of effective teaching and learning and how to promote them • Experience of performance management of colleagues • Success in managing change at a whole school/college/ academy level 	
Education and Training	<ul style="list-style-type: none"> • Qualified to degree level • QTS 	<ul style="list-style-type: none"> • Recent and relevant professional development including Nationally recognised qualifications for middle or senior leadership
Special Skills and Knowledge	<ul style="list-style-type: none"> • Good awareness of issues at Academy level that impact upon provision in a 11-16 educational setting • Understanding of inclusion issues including effective behaviour management strategies at a whole school level • An understanding of working at senior level in a Trust/ Academy, setting the vision and a strategy for improvement • Clarity of vision and a child centred, progress focused philosophy • Evidence of success in leading a team demonstrated through improved outcomes • Ability to analyse data effectively to inform plans for intervention • Ability to encourage, motivate and lead staff 	

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	<ul style="list-style-type: none"> • Positive, open and approachable style of management • Ability to think strategically 	
<p style="text-align: center;">Personal Skills and Qualities</p>	<ul style="list-style-type: none"> • Positive approach to change and hunger for continuous improvement, seeking out the best and most up to date way of doing things • Excellent communication skills and ability to work collaboratively and build strong partnerships • Ability to prioritise and manage own time effectively • Excellent organisational skills • Sound judgement and consistency even when under pressure • Commitment to the highest possible standards of achievement for students and staff • Flexibility in approach to work • A passion to deliver equal opportunities in all aspects of the role 	

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