

Job Description

Post Title	Assistant Headteacher – Behaviour, Attitudes and Attendance
Salary Grade	L8 - 12
Reporting To	Headteacher
Line Management of	To be assigned
Responsibilities	Generic leadership and management responsibilities of member of School Leadership Team. To carry out the professional duties of a teacher.

Job Purpose (including main duties and responsibilities)

- To ensure the vision and values of Prosper Learning Trust are core to the development of the academy.
- To support the Headteacher and other senior colleagues in formulating the aims and objectives of the school; establishing the policies through which they will be achieved; managing staff and resources to that end; and monitoring progress towards their achievement.
- Carry out the professional duties of an Assistant Headteacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with the school's schemes of work and the National Curriculum
- Assist the Headteacher and the School Leadership Team in the management, organisation and running of the school, including assisting in the development and implementation of school aims, procedures, policies, and practices.
- Manage staff and resources in a specified area of responsibility.
- To manage and monitor budgets for a specified area of responsibility

Leadership, Strategic Direction and Development

- Support the aims, vision and policies of the school and promote high levels of achievement.
- Support the creation and implementation of the School Development Plan within the national and local context, and to take sole responsibility for appropriately delegated aspects of it
- Support staff in achieving priorities and targets which the school sets for itself, and to provide them with support and guidance in implementing appropriate teaching and learning strategies.
- Support the evaluation of the effectiveness of the school's policies and developments and cover issues of inclusivity.
- Ensure that parents are well informed about the school curriculum, its targets, children's attainment and progress and their part in the process of improvement.
- Demonstrate good teaching practice and innovate, inspire, and motivate other staff.
- Promote teamwork and trust and be a professional role model for other staff.
- Participate in, and where appropriate, lead staff training and development and continuous professional development.
- Act as a 'critical friend' and provide effective professional challenge and support to the Headteacher and Deputy Headteacher.

Behaviour and Attitudes

- Lead on the development, implementation and review of the school's behaviour policy and positive behaviour support framework, ensuring that they are consistent, fair, and effective across the school.
- Monitor and analyse behaviour data, identify patterns and trends, and evaluate the impact of interventions and strategies on pupil behaviour and outcomes.
- Provide support, guidance, and training to staff on behaviour support, de-escalation techniques, and restorative approaches.
- Manage and coordinate the behaviour support team, including behaviour mentors, learning support assistants and external specialists, and ensure that they provide high-quality and consistent support to pupils with behaviour needs.
- Liaise with parents, carers, and other stakeholders to promote positive partnerships and communication, and to involve them in the behaviour support process.
- Work with the head teacher and senior leadership team to develop and implement a whole-school culture of high expectations, respect and recognition for pupils' behaviour and attitudes.
- Lead on the celebration and recognition of pupils' achievements, efforts and improvements in behaviour and attitudes, through assemblies, awards, certificates, newsletters, and other means.

Attendance

- Lead on the development, implementation and review of the school's attendance policy and procedures, ensuring that they are compliant with statutory requirements and best practice.
- Monitor and analyse attendance data, identify patterns and trends, and evaluate the impact of interventions and strategies on pupil attendance and outcomes.
- Provide support, guidance, and training to staff on attendance monitoring, recording, and reporting, and on strategies to improve pupil attendance and punctuality.
- Manage and coordinate the attendance team, including working closely with the education welfare officer, support staff, and external agencies, and ensure that they provide high-quality and consistent support to pupils with attendance issues.
- Liaise with parents, carers, and other stakeholders to promote positive partnerships and communication, and to involve them in the attendance improvement process.
- Work with the head teacher and senior leadership team to develop and implement a whole-school culture of high expectations, respect and recognition for pupils' attendance and punctuality.
- Lead on the celebration and recognition of pupils' achievements, efforts and improvements in attendance and punctuality, through assemblies, awards, certificates, newsletters, and other means.

Effective Deployment of Staff and Resources

- Demonstrate good teaching practice and innovate, inspire, and motivate other staff.
- Promote teamwork and trust and be a professional role model for other staff.
- Assist the Headteacher and Deputy Headteacher in the implementation of performance management systems.
- Work with SLT members to provide effective induction of all new staff.
- Support the Headteacher in the appointment, deployment, and development of staff to make most effective use of their skills, expertise, and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.
- Support the Headteacher and Deputy Headteacher in the management and organisation of relevant groupings of children to ensure that effective teaching and learning takes place and that children's personal development needs are met

Safeguarding Pupils

- Have due regard for safeguarding and promoting the welfare of pupils ensuring that child protection procedures are adopted and adhered to by the academy.
- Ensure that the highest priority is given to following the guidance and regulations to safeguard children and pupils.
- Ensure the safety and welfare of children, pupils and vulnerable adults at all times.
- Report to the appropriate authorities any concerns relating to child protection.
- Ensure all stakeholders have undergone the statutorily required clearance

Accountability

- Work closely with the Headteacher and colleagues in the School Leadership Team
- Provide information, advice, and support to the Headteacher to enable them to meet their responsibility for securing effective teaching and learning, high achievement and value for money.
- Contribute to the regular Headteacher report to each meeting of the Local Advisory Committee on matters pertaining to the specified area of responsibility.
- Work with the Headteacher to regularly review performance and development, set personal targets and take responsibility for own development.
- Carry out such other duties as required by the Trustees, CEO, Director of School Improvement, Local Advisory Committee or Headteacher that are commensurate within the role.
- The post holder will be required to carry out their duties in line with professional standards and codes of conduct

General Information

The academy will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but in consultation with you may be changed by the CEO to reflect or anticipate changes in Prosper Learning Trust priorities or the job commensurate with the job grade and title.

Person Specification

The CEO and Local Advisory Committee, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title, may modify the person specification.

Method of Candidate Assessment: A = Application

I = Interview

R = Reference

Essentials	Desirable	A/I/R
Qualifications		
DFE recognised Teaching qualifications and QTS or equivalent.		A/I
Evidence of relevant professional development at middle or senior leadership level		A
Evidence of recent relevant professional development and training in specified area of job role	Recent safeguarding training	A
Commitment to further develop own professional knowledge and skills		A/I
Experience		
Substantial experience of successful leadership at a middle leader (or equivalent) level in an AP or SEND environment.	Demonstrable experience of leading, implementing and evaluating behaviour and attendance policies and practices in a school context.	A/I
Demonstrable experience of using data and evidence to inform decision making and improve pupil outcomes.		A/I
Some experience of change management	Some experience of budget management	A/I/R
Demonstrable experience of engaging and communicating with parents, carers and other stakeholders to promote positive partnerships and involvement.		A/I/R
Experience of managing and leading staff	Experience as a lead for appraisal	A/I
Experience of contributing to the planning and evaluation of a School or Departmental Development Plan or sections thereof		A/I
Knowledge and experience of the education inspection framework in a leadership and management role (Ofsted)		A/I
Demonstrable experience of delivering high-quality and effective behaviour support training to staff.		A/I

Abilities and Skills		
Able to provide effective and inspirational leadership that inspires confidence and motivates staff, parents and pupils		A/I/R
Able to prioritise and organise the demands of being an Assistant Headteacher and being able to delegate effectively		A/I
Experience of leading and managing staff		A/I
Demonstrate excellent interpersonal skills, both written and oral		A/I/R
Knowledge and Understanding		
Knowledge and understanding of pupils with a wide range of moderate and complex educational needs	Experience of managing transitions to the next setting	A/I
Clear understanding of the role of self-evaluation in the continuous improvement of the school		A/I
Secure knowledge and understanding of safeguarding procedures	An understanding of the role of extended school activities and the role they play in the community	A/I
Knowledge and understanding of issues around equality, diversity, and well-being	Knowledge and understanding of legal issues, including equal opportunities	A/I
A thorough knowledge and understanding of the current legislation, guidance and best practice on behaviour and attendance in schools.		A/I
A thorough knowledge and understanding of the principles and practices of Positive Behaviour Support.		A/I
A thorough knowledge and understanding of the factors that affect pupil behaviour and attendance and the strategies to address them.		A/I
Personal Qualities		
Exceptional role model with the highest standards of integrity, who is approachable and demonstrates a strong and collaborative leadership style		A/I/R
Solutions focused and a 'can do' attitude when faced with challenge		A/I
Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support		A/I
Ability to prioritise own well-being and therefore maintain emotional availability to support others		A/I
Dynamic and reflective leadership qualities that ensure the continual drive towards excellence for all pupils		A/I
Ability to make difficult decisions based on putting the pupils first		A/I
Ability to manage change and prioritise competing deadlines		A/I
Willingness to ask for advice and support where necessary		A/I