

SCHOOL LEADERSHIP ROLE

JOB DESCRIPTION

EKC Sheppey Secondary

Post: Assistant Headteacher - Behaviour and Culture

Responsible To: Headteacher

Summary of Post: To be responsible for supporting the Headteacher and Deputy Headteacher in the strategic and operational management of the school and in doing so, promote and deliver exceptional standards in all aspects of inclusion, ensuring improved attendance and academic outcomes for all learners.

Tier of role: Senior Leadership

Key descriptor: Senior Leadership

Scope of role: An established professional leader, responsible for leading on teaching and learning, ensuring whole-school impact on both academic and pastoral outcomes. Strategic focus and influence, with accountability for the leadership and management of strategic priorities, policy development and culture and ethos.

Autonomy: Manages teams with dynamic and strategic leadership, including interpreting and advising on policy and practice.

Knowledge of role: Professional knowledge (Level 6+) combined with extensive work experience in the specific field and understanding of wider implications of remit.

Skills – Technical & Practical: As set out in the Teachers Standards.

Qualifications/Experience: QTS/QTLS, experienced middle leader, relevant leadership qualification or training (e.g. NPQs)

Supervision of others: Line manager.

Management by others: Part of School SLT, minimal supervision required, takes responsibility for effective decisions within a specialist area.

Key Responsibilities:

1. Working in partnership with the Headteacher and SLT to assist in shaping the vision and direction for the school, setting out high expectations and with a clear focus on inclusion and pupil achievement;
2. Contribute to the setting of aims and objectives for the school and in producing the School Development Plan along with the Headteacher, governors and other senior leaders, leading on relevant strategic priorities
3. Assist the Headteacher in school self-evaluation and in the effective planning and management of resources and projects to secure improvements
 - Assist in building a sustainable, creative and distributed model of leadership throughout the school, and support the sharing of best practice across the school and support sharing Trust
 - Lead the Inclusion team in the design and implementation of systems and processes to improve student behaviour
 - Develop, lead and manage effective strategies and development programmes to improve standards and the quality of provision
 - Work with leaders to recruit and retain staff of the highest quality, exercising effective leadership and staff management, to maximise the contribution of staff to improve the quality of education provided and standards achieved.
 - Support strategic financial planning to ensure the effective use of budgets and resources
4. Be accountable for all aspects of compliance, health and safety and safeguarding in all aspects of the service, ensuring the school meets its statutory obligations.
5. To ensure engagement of students in school enrichment activities and provide the opportunity to explore new interests, and promote personal, spiritual, moral, social and cultural development to prepare them to progress into adult life.

Specific Duties:

- Act as a role model and leader to drive high pupil attainment, behaviour, and motivation through effective teaching, while supporting the implementation of curricular initiatives like mastery.

- Establish and maintain productive relationships with all stakeholders, including those who are hard to reach, acting as a role model and mentor.
- Provide coaching, support, and training to staff on implementing effective behaviour interventions and strategies and assist them in adapting these for their classroom environments.
- Spearhead school improvement initiatives related to behaviour, monitor the implementation of the school's behaviour policy, and complete audits to suggest improvements.
- Train staff on recording behaviour incidents, and then analyse and report on this data daily, weekly and termly, developing action plans to address any identified areas for improvement.
- Complete all necessary paperwork linked to the role, including suspensions, exclusions, and safeguarding, and liaise with the governing board through regular reports.
- Set high expectations for achievement, proactively identify underperforming students to remove barriers to their progress, and maintain up-to-date knowledge of relevant national and local initiatives.
- Communicate effectively with all stakeholders including the Executive Trust Team, Governors and families.

General Duties and Responsibilities:

1. You will be responsible for upholding our values and ethos and championing the inclusion and belonging of our Academy and Trust communities.
2. You will be responsible for protecting pupils and staff from all preventable harm as per Safeguarding procedures.
 - To participate in the staff support & development programme and to undertake training based on individual and organisation needs.
3. To undertake continuing professional development to support our culture of continuous improvement and keep up to date with the skills required to fulfil the role.
4. To comply with all Academy and Trust policies and guidelines as well as legislative requirements. Including education, health & safety and data protection and all staffing policies.
5. To demonstrate positive personal and professional behaviour as specified in the Staff Code of Conduct.

6. To partake in quality assurance, appraisal and monitoring and meet minimum relevant occupational standards.
- To undertake any other duties commensurate with tier as may be reasonably requested.

Please note:

This job description is a guide to the work you will initially be required to undertake. It summarises the main aspects of the job but does not cover all the duties that the job holder may have to perform. It may be changed from time to time to meet changing circumstances.

It does not form part of your contract of employment and as your experience grows, you will be expected to broaden your tasks, suggest improvements, solve problems and enhance the effectiveness of the role.

Line manager's
signature: _____

Date: _____

Postholder's
signature: _____

Date: _____

PERSON SPECIFICATION		Application	Interview	Shortlisting
Tier of Role: School Leadership				
Skills and Knowledge				
1.	Excellent leadership and management skills with the ability to motivate and inspire staff and students to be the best they can be.	✓	✓	6
2.	A creative approach to the development and design of curriculum programmes and commitment to social inclusion.	✓	✓	4
3.	Excellent communication, organisation, report-writing and presentation skills.	✓	✓	4
4.	Tact and diplomacy in dealing with sensitive and important issues.	✓	✓	4
5.	Ability to work under pressure, problem solve, prioritise and meet tight deadlines.	✓	✓	4
6.	A thorough understanding of how interventions can be best utilised to have a positive impact on students.	✓	✓	6
7.	A sound working knowledge of curriculum-based systems and how they can be effectively used to make improvements and track and monitor progress of students.	✓	✓	6
8.	Demonstrable awareness of, Prevent, British Values, Safeguarding, Equality and Diversity and how they form a significant aspect of professional teaching practice.	✓	✓	4
9.	Detailed knowledge of the funding methodologies and qualification frameworks in Secondary Education.	✓	✓	6
10.	Actively contribute to the school's Safeguarding practice, procedures, culture and ethos.	✓	✓	6
11.	An excellent relationship builder and communicator, including oral and written communication and effective listening; able to communicate at all levels.	✓	✓	6
12.	Highly competent managerial skills.		✓	6
13.	Adopts a stakeholder-focused approach, is proactive, adaptable, and flexible; remaining calm when working under pressure.	✓	✓	6
14.	Excellent organisational skills and the ability to prioritise workload with competing demands and complexities, adhering	✓	✓	6

	to strict timetables, ensuring that all stakeholders are kept fully abreast of developments.			
15.	Ability to work with tact and confidentiality.	✓	✓	6
16.	Ability to demonstrate attention to detail but also able to stand back and see the bigger picture.	✓	✓	6
Education and Experience				
1.	Experience of working with challenging and complex students.	✓	✓	6
2.	Proven track record of improving quality and achieving high standards.	✓	✓	6
3.	Experience of managing budgets.	✓	✓	6
4.	Experience of highly effective curriculum planning and design.	✓	✓	6
5.	Proven experience of successful line management and staff development.	✓	✓	6
6.	Teaching qualification	✓	✓	6
7.	Educated to degree level or equivalent	✓	✓	6
8.	Maths Level 2 (e.g. equivalent to GCSE grade C / 4 or above)	✓	✓	4
9.	English Level 2 (e.g. equivalent to GCSE grade C / 4 or above)	✓	✓	4
Personal Qualities				
1.	Act with professional integrity and diplomacy at all times.	✓	✓	6
2.	A commitment to getting the best outcomes for all students and promoting the ethos and values of the Trust and school .	✓	✓	6
3.	Commitment to own learning and development and desire to share skills and practice with others.	✓	✓	6
4.	Robust, resilient and calm under pressure; resilient to peripheral issues, focuses on the task and strives to deliver.	✓	✓	6
5.	Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.	✓	✓	6

Advice to candidates

This post is subject to an enhanced disclosure from the Disclosure and Barring Service.

In completing your application, please draw attention to the extent to which you meet each of the criteria in the person specification marked as being assessed at application stage. Please use examples of where you have demonstrated the criteria with as much detail as possible to assist in the shortlisting process.

The shortlisting weighting indicates which criteria are the most important to the recruiting manager:

- 6** Minimum/critical - criteria which is essential for the role i.e. it would be extremely difficult for the person to carry out the role without already having these essential skills, experiences or qualifications.
- 4** Important - criteria that would be significant to the candidate being successful in the role. These may be skills, experiences or qualifications that have substantial meaning for the role but could be supported or taught on the job.
- 2** Other relevant -. It would be great if the candidate had but is not expected to be shortlisted.

Failure to meet all the minimum/critical criteria would not necessarily preclude your application. Consideration will be given to experience and life skills. Continual Professional Development will be supported and encouraged.

Please be aware should we have a large number of applications for any of our roles we may complete the shortlisting of candidates based on the minimum/critical criteria only.