**Job Description – PRINCIPAL LEAD – BEHAVIOUR, ATTENDANCE, SAFEGUARDING & TRANSITION**

# Job details

**Grade:** L8-12

**Reporting to:** Headteacher

**MAIN PURPOSE**

* Lead on, manage, implement and review of Behaviour for Learning Policy and all associated policies and systems including Rewards & Sanctions systems including staff roles within each.
* Lead and model strategies for behaviour for learning across the school, providing training, mentoring and coaching for other staff as required alongside SLT.
* Lead member of staff delegated by Headteacher for all Safeguarding issues including Child Protection. Be aware of, and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.
* To lead on school standards of uniform and personal presentation, and ensure that all Pastoral Leaders encourage their teams to consistently and fairly apply school rules and procedures in relation to uniform and appearance.
* To lead and manage the attendance strategy within school, ensuring that attendance and punctuality is properly monitored by relevant staff and appropriate strategies are put in place.
* To lead transition programmes with key staff.
* To be lead staff responsible for CCYPIC (Children and Young People in Care / Looked after Children).

**RESPONSIBILITIES**

1. Ensure that channels of communication are used effectively within the school with regards to area of responsibilities and that students and parents are well informed about the code of conduct and behaviour.
2. To be accountable with Pastoral Leaders, with reviewing relevant school data to identify potential disaffection, underachievement and any trends in progress, either positive or negative.
3. To ensure relevant staff identify students for whom curriculum diversification, vocational provision, focused work experience, additional motivational provision might be appropriate, and to work alongside key staff in supporting the implementation of any alternative curriculum.
4. To take responsibility for admissions with relevant pastoral and admin staff.
5. To provide the Headteacher and Governing Body with relevant information relating to performance, progress and development as required.
6. To regularly evaluate the effectiveness of systems within area of responsibilities.
7. Undertake generic Leadership Team responsibilities
8. Be a leading professional in the school
9. Contribute to school quality assurance through the school improvement plan, evaluation and review of policies
10. Managing staff and resources and monitoring progress towards the achievement of school aims
11. Undertake any professional duties the Headteacher reasonably delegates
12. Promote the ethos, aims and objectives of the school
13. Assist the Headteacher and SLT in determining the strategic direction and development of the school
14. Take a leading part in the development of policy and the management of the school
15. Be a visible presence in the school on a day-to-day basis
16. Lead key developments as set out in the SIP
17. Report to the Leadership team and Governors, as appropriate, on the progress of designated tasks as set out in the SDP
18. The Principal Lead will also have a timetabled teaching commitment of approximately 50% complying with the teachers’ standards and modelling best practice for others.
19. They may also be required to undertake any of the duties delegated from the headteacher.
20. The Principal Lead will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document.

**LEADERSHIP & MANAGEMENT**

1. Prepare and review information for SLT and the Governing Body.
2. Contribute to the school improvement plan and whole-school policy
3. Identify training needs for staff and how to meet these needs
4. Lead CPD for staff
5. Review impact of CPD
6. Share procedural information, such as the school’s attendance or behaviour policies
7. Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for students with SEN or a disability
8. Lead and manage the pastoral team
9. Lead staff appraisals and produce appraisal reports
10. Review staff performance on an ongoing basis
11. Support the headteacher and deputy headteacher in the day-to-day management of the school
12. Communicate the school’s vision compellingly and support the headteacher’s strategic leadership
13. Lead by example, focusing on providing excellent education for all pupils
14. Build positive relationships with members of the school community
15. Keep up to date with developments in education
16. Seek training and continuing professional development to meet own needs

**OTHER AREAS OF RESPONSIBILITY**

The Principal Lead will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Principal Lead will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher

**Footnote**: This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

**PERSON SPECIFICATION**

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

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|  | **CRITERIA** |
| **QUALIFICATIONS** | Degree and teaching qualifications (QTS)  Recent and relevant professional development |
| **EXPERIENCE** | Previous leadership experience with significant Line Management responsibility  Recognising and meeting the needs of a school  A track record of driving strategies to raise standards of learning and teaching  Building effective inter-disciplinary teams  A middle leader or senior leadership role in an 11-18 School  Successful track record of teaching across the age and ability range  Recent experience of working effectively with outside agencies, local community and Governing Body |
| **KNOWLEDGE** | In-depth knowledge of developments in learning and teaching, and the ability to use these to improve student outcomes  Commitment to collaborative and consultative working  Capability to design and implement an innovative curriculum which is driven by the needs of the students  Direct knowledge of strategies to raise standards; an aptitude and enthusiasm for effective analysis of data and its use in setting targets for improvement  Recognition of the need for partnerships and effective collaboration with other schools, agencies and organisations. |
| **SKILLS & ATTRIBUTES** | An innovative and collegiate leadership style with the ability to motivate staff towards that vision and to build on the existing high standards in the school  An understanding of the importance of, and the desire to engage with and inspire young people whatever their challenges  A commitment to working in partnership with an enthusiastic, stable and widely representative governing body and to ensure that they have the information and materials required for the proper discharge of their roles and responsibilities  The ability to cope with the pressures of senior leadership and to ensure that the demands of the post do not preclude a full and balanced life  Ability to lead and inspire staff and students of all abilities and to communicate high expectations  A leader with proven ability to manage change and to establish and maintain good working relationships with staff, students and parents – ability to work well with others in vital  Recent involvement in providing training and development for staff  Strong written communications and presentation skills; high order administrative and management skills  Excellent organisational skills, ability to effectively manage competing priorities and adhere to a range of tight deadlines  Strong emotional intelligence that is attuned to supporting students, parents and staff  Experience of using data for school improvement  A creative and innovative thinker, able to engage in debate with all stakeholders  A person of judgement with a high degree of professionalism and integrity, who will uphold the values of the school and see students as the absolute priority |
| **PERSONAL CHARACTERISTICS** | Capacity to work very hard under pressure  Approachable  Committed  Empathetic  Enthusiastic  Organised  Resourceful  Resilient  Determined |