



Assistant Headteacher: Job Description and Person Specification

Job Title: Assistant Headteacher

Location: Manor Abbey School, Greasley Road, Abbey Hulton, Stoke on Trent,

Salary: Leadership 7 to 11 Actual Salary per Annum - £57,831 to £63,815

Contract Type: Permanent, Full-time as per Teachers pay and conditions

Reports to: Head of School and Executive Headteacher

Job Purpose

The Assistant Headteacher will play a key strategic role in the leadership and management of our Secondary SEMH (Social, Emotional, and Mental Health) School. The post-holder will work collaboratively with the Senior Leadership Team (SLT) to ensure high-quality education, pastoral care, and outcomes for students with SEMH needs. They will lead on specific areas of school improvement and foster a culture of inclusivity, resilience, and high expectations for both students and staff.

Please note: The content of this job description will be reviewed with the successful candidate prior to recruitment, and annually thereafter to ensure the best use of their skills and experience in relation to the school's needs.

Any significant changes to the level of accountability, that could affect the job grade, will be discussed with the post holder and the relevant trade union before being submitted for re-evaluation.

Key Responsibilities

1. Leadership and Strategic Development:

Support the Headteacher in the development and implementation of the school's vision, ethos, and strategic priorities.

Contribute to whole-school planning, self-evaluation, and school improvement initiatives.

Lead by example to inspire and motivate staff and students, promoting high expectations of behaviour, learning, and achievement.

2. Curriculum and Teaching & Learning:

Oversee the design, delivery, and evaluation of a curriculum tailored to the needs of students with SEMH challenges.

Monitor and support the quality of teaching and learning, ensuring best practices are embedded across the school.

Work with staff to develop innovative approaches to teaching that address individual student needs and maximise engagement.

3. Behaviour and Pastoral Leadership / Support:

Take responsibility for the school's behaviour policy and systems, ensuring consistent implementation.

Lead on strategies to improve attendance, reduce exclusions, and promote emotional well-being.

Provide professional development and coaching for staff on managing challenging behaviour and promoting positive relationships.

4. Staff Management and Professional Development:

Line manage and support middle leaders or specific teams, fostering a culture of accountability and high performance.

Identify and address professional development needs across the staff team, including leading CPD sessions.

Support recruitment, induction, and performance management processes.

5. Safeguarding and Welfare:

Act as a Deputy Designated Safeguarding Lead (DDSL), ensuring robust safeguarding practices are in place.

Monitor and support interventions for students at risk, including those with complex needs or vulnerable backgrounds.

Promote a safe and supportive school environment that prioritises mental health and well-being.

6. Community and Stakeholder Engagement:

Develop strong partnerships with parents, carers, external agencies, and the wider community.

Actively participate in external networks to enhance the school's provision and reputation.

Communicate effectively with stakeholders to celebrate successes and address challenges.

At Manor Abbey School, we are deeply committed to safeguarding and promoting the welfare of all our pupils and staff. We expect all staff and volunteers to share in this commitment.

The role requires an enhanced criminal records check from the Disclosure and Barring Service (formerly CRB) and references will be sought prior to interview.

Applicants must disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions, and convictions in their application form. By participating in this recruitment process, shortlisted candidates also consent to an online search in accordance with the Keeping Children Safe in Education Guidance 2024.

Please note, this position is exempt from the Rehabilitation of Offenders Act 1974.



Person Specification - Assistant Headteacher

Essential Qualifications and Experience:

- Qualified Teacher Status (QTS)
- Proven leadership experience, ideally at middle or senior leadership level in a SEMH or specialist educational setting.
- Evidence of recent relevant professional development in the last 5 years
- Delivery of support/training to staff around SEND challenges, curriculum adaptations, behaviour management, attachment and trauma, mental health and related subjects/topics
- A strong track record of improving outcomes for students with additional needs.
- Good ICT skills

Knowledge and Skills:

- Deep understanding of the challenges faced by students with SEMH needs and strategies to overcome them.
- Expertise in curriculum design, differentiation, and behaviour management for SEMH students.
- Experience and ability to positively address challenging behaviours and whole school advocacy of effective management of complex SEND
- Knowledge of safeguarding procedures and the statutory requirements of SEND and SEMH provision.
- Strong analytical skills, with the ability to use data to inform strategic planning and interventions.
- Excellent interpersonal and communication skills, including the ability to motivate and develop others.

Personal Qualities:

- Resilient, empathetic, and committed to the holistic development of students with SEMH needs.
- Inspirational leader who can model high standards and foster a culture of inclusion.
- Creative problem-solver with a solution-focused approach.
- A team player who can collaborate effectively across the school community.
- A willingness to be self-reflective and accept constructive criticism with the aim of self-improvement for the benefit of the school community.
- Accept the range of staff abilities and work ethics, working patiently and constructively to support and encourage best performance via healthy working relationships, fostering trust and support and challenge over time

Desirable:

- Postgraduate qualifications in leadership or SEND.
- Successful operational and/or strategic experience of leading whole school initiatives
- Experience in working with external agencies to enhance student support.
- Experience in a restorative practice's framework or trauma-informed approaches.
- Experience of self-evaluation.