

**JOB DESCRIPTION:
Assistant Headteacher (Behaviour for Learning)**

PURPOSE:	Support the Headteacher and the SLT in developing and communicating a clear strategic vision of how to raise standards and expectations across KS3 and KS4, with a focus on behaviour for learning.
RESPONSIBLE TO:	Deputy Head (Pastoral)
DISCLOSURE LEVEL:	Enhanced
SALARY/GRADE:	L14 -18
WORKING TIME:	The amount of time required to fulfil the requirements of the role

Summary of Responsibilities

Overall Accountability

- To be the strategic and operational lead on behaviour and attendance in line with the whole school vision.
- To support the running and continued evaluation of systems to promote exemplary behaviour for learning.
- To develop and embed innovative approaches to working with students and families to promote excellent attendance
- To have strategic oversight for the effective implementation of the school's behaviour for learning policy
- Support the development of effective, high performing year group teams through modelling best practice, training and coaching
- Establish and maintain clear Year Group Improvement Plans (YIPs).

Main Duties

- Lead the running and continued evaluation of the behaviour for learning policy, providing support and training for staff to ensure the highest levels of behaviour for learning inside and outside the classroom
- Coordinate the work of the Year 7 – 11 Heads of Year, Student Services and the SENCo to create a cohesive team that fully supports all students to develop effective learning behaviours
- Hold the highest expectations for student attendance, developing strategic systems to ensure strong relationships between school and home
- Oversee regular and systematic reviews of attendance and punctuality to ensure early identification of concerns and implementation of appropriate interventions
- Support and guide students to ensure they are equipped, in the correct uniform and ready to learn
- Oversee the systems for celebrations and rewards ensuring that students are recognised for their successes

- Champion the role of the Form Tutor offering support, guidance and a programme of training to consistently establish the highest levels of pastoral care
- Oversee the effective running of Year 6/7 Transition so that all students quickly feel a sense of belonging and that they are part of the JCoSS community
- Be responsible for the effective training and development of key pastoral staff
- Oversee regular and systematic reviews of behaviour to ensure early identification of concerns ensuring effective interventions are made
- Regularly monitor new and ongoing behaviour concerns and ensure they are delegated, followed up and resolved
- Provide up to date data and analysis of trends in behaviour incidents
- Support staff to consistently apply the behaviour for learning policy
- Monitor application of pastoral systems through learning walks, CPD and Quality Assurance so that all staff are supported and held to account
- Meet regularly with Heads of Year to identify trends, share concerns and ensure consistent best practice
- Work closely with other colleagues including Learning Support, Counsellors, Wellbeing Practitioner, Pastoral Staff to provide support for students where behaviour or attitudes is a concern
- Work with other senior staff to ensure the effective and consistent operation of the behaviour management system including the smooth running of after school detentions, consistent implementation of lunchtime detentions and other sanctions
- Attend meetings of the Governors' Inclusion Committee as required
- Line manage key staff within the pastoral system.

Other Specific Duties:

- Promote exceptional attitudes and behaviours regarding safeguarding, welfare and safety
- Be a visible presence around the school and encourage colleagues to play their full role in setting and maintaining standards of behaviour
- To act as a role model in leading all staff, in their delivery of high-quality teaching and learning, their continued professional development and their professional presence in the school
- Demonstrate personal enthusiasm for, and commitment to, embracing a love of learning and education
- Continue personal development and engage actively in the Appraisal Process
- Chair meetings and set agendas for Pastoral Team meetings
- To undertake an appropriate load of line management and other shared duties of senior staff
- To undertake any other duty as directed by the Headteacher.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a new and growing school which requires flexibility in all of its employees.

This job description is current at the date shown but, in consultation with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. As with all roles at JCoSS, it is essential that school protocols are followed to protect data subject's personal information.

JCoSS is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure & Barring check.

Person Specification Assistant Headteacher (Behaviour for Learning)

A. Qualifications and Experience

- Education to degree level
- Qualified Teacher Status
- A strong track record of classroom teaching and behaviour management
- Successful leadership at Middle or Senior Leadership level
- Track record of successful whole school leadership to improve provision and enhance the wider development of students
- Developing colleagues / line management / coaching others
- Successful experience of managing change
- Experience of pastoral leadership.

B. Knowledge, Understanding, Skills and Abilities

- Expert knowledge and understanding of issues of safeguarding, pastoral care and behaviour management
- A sound understanding of how students learn and how to engage them and achieve high standards
- Detailed knowledge of best practice in behaviour for learning, and promoting engagement with key stakeholders
- Know how to improve outcomes for students irrespective of specific needs or groups e.g. SEND, disadvantaged
- Knowledge of ways to interpret data and to use this to evaluate the impact of actions taken High standards of written and spoken English
- Experience of leading effective teams, using a range of management styles as appropriate.

C. Leadership/Personal Qualities

- Strong commitment to the ethos and values of the school, including sympathy with its pluralist Jewish character
- An effective, flexible and enthusiastic leader, always prepared to put students' needs first and lead in a climate of change
- Ability to motivate and empower others
- A team player respected by others
- The ability to prioritise, evaluate and manage human resources.
- Vision for continuous improvement and development
- Open and constructive, accepting of feedback and always willing to learn
- Ability to manage own and others' workloads appropriately, with the enthusiasm, stamina and passion to enthuse and motivate others
- Confident in sensitively but assertively addressing under-performance
- Ability to communicate effectively with a variety of audiences on controversial issues.
- Diplomatic, with the ability to maintain effective relationships with all stakeholder groups
- Ability to act quickly and sensitively under pressure, to keep calm in difficult situations, deal with stress and absorb pressure
- Excellent interpersonal skills, a sense of humour and a willingness to be approachable and available to all members of the school and the wider community; a 'can do' positive approach.