



JOB DESCRIPTION: Senior Leadership Team

SPECIFIC JOB TITLE: Assistant Headteacher Behaviour for Learning

REPORT TO: Headteacher

JOB PURPOSE:

In fulfilling the strategic leadership and management responsibilities of the post, the Assistant Headteacher Behaviour for Learning will:

- play a major role, working alongside the Headteacher and other senior leaders, in establishing the overall ethos, vision and direction of the school;
- share responsibility for the creation, implementation, monitoring and evaluation of the School Improvement Plan, thus ensuring through an inclusive approach to education that every student achieves their potential;
- promote excellent overall standards of teaching and learning throughout the school;
- working with the Deputy Headteacher Curriculum, ensure that the curriculum across all Key Stages is sufficiently challenging and personalised, thus maximising opportunities for all students to excel.

SALARY/PAY GRADE: Salary ISR: 13-17 (Nationally agreed pay scales are used as defined in the STPCD)

OTHER SPECIFIC RESPONSIBILITIES OF THE POST:

Behaviour for Learning

- To develop, publish and evaluate a whole school Behaviour for Learning policy and systems, thus providing consistent approaches to behaviour for learning inside and outside of the classroom, allowing teachers to focus on the quality of their teaching and enabling students to make good progress.
- To champion a whole-school inclusive approach to achievement, ensuring no student group is left behind.
- To work collaboratively with other school leaders to embed inclusive strategies that remove barriers to learning and achievement.
- Working closely with the Deputy Headteacher in charge of Raising Standards, to analyse progress data during recording windows for all Year groups, allowing for effective intervention planning.
- To analyse progress data to identify under-performance at cohort, subject, and individual level, as well as any gaps between key groups.

Inclusion strategy and intervention planning

- Working closely with the Deputy Headteacher Student Support, SENDCo, and Heads of Year, to develop and implement a coherent inclusion strategy, thus removing barriers to learning and improving engagement and outcomes.

- To design and oversee a whole-school intervention programme, ensuring that interventions are timely, targeted and evaluated for impact.
- To ensure that the progress of all vulnerable groups is effectively tracked, including Disadvantaged students, students with SEND and those with additional needs, including Social Emotional and Mental Health needs.
- To produce year group specific intervention plans which aim to close gaps in learning at all Key Stages.
- To coordinate additional in-school and external support for identified students, particularly those at risk of underachievement.
- To strengthen partnerships with parents to support student achievement.

Disadvantaged students' strategy

- To lead on the strategic use and evaluation of Pupil Premium funding, ensuring that resources are used effectively to improve academic outcomes, attendance and engagement for disadvantaged students.
- To fulfil statutory responsibilities for the school in publishing, monitoring and evaluating the impact of the school's DA strategy, in line with DofE requirements, on an annual basis.
- To report to governors on the ongoing impact of the DA strategy.

Teaching and Learning

- To role model excellence as a leading classroom practitioner, inspiring and motivating other staff.
- To lead the work of other key stakeholders, including Leaders of Learning, Heads of Department and subject Key Stage Leaders, in order to raise standards of teaching, learning and student achievement for all students, including those with barriers to learning and at risk of under-achievement.
- To monitor and evaluate the quality of teaching and learning at all Key Stages, in line with the school's self-evaluation schedule, and with a specific focus on the quality of education for students in vulnerable groups.
- To monitor closely standards of teaching and learning and student achievement in link departments.

Safeguarding

- To contribute fully to the school's robust safeguarding policies and procedures, thus keeping all students safe and healthy at school.
- To work collaboratively with other members of the school Safeguarding team, thus maintaining a culture of listening to and supporting young people.
- To operate as a senior member of that team, trained to full Designated Safeguarding Lead standard.

Curriculum

- To contribute to the formulation of an holistic school policy on curriculum and teaching and learning.
- To ensure that the curriculum provides an effective framework for continuity of student learning and progression.
- To undertake a range of rigorous quality assurance activities in order to evaluate the overall quality of education provided through the curriculum, and to report on the impact of school improvement strategies.

- To keep up-to-date with developments in curriculum design and pedagogy.

Student personal development and well-being

- To lead and monitor the provision of outstanding care, support and guidance for students.
- To promote good standards of personal conduct and behaviour at all Key Stages so that effective learning can take place.
- To promote good attendance, punctuality and high standards of school uniform.

Management of staff

- To be responsible for the line management of key subject leaders, holding them to account for student outcomes, quality of data analysis and the effectiveness of intervention strategies.
- To lead regular progress review meetings with middle leaders, ensuring that there is clear action planning and follow-up.
- To lead the Pastoral Team in raising standards of achievement at all Key Stages.
- To undertake formal duties within the school's Appraisal policy.
- To identify training needs annually within link departments.

Management of resources

- Working with other senior leaders, to deploy departmental resources (including staff, equipment and funding) efficiently in line with the school's 'value for money' policy.
- To deploy efficiently a range of resources within the annual intervention plan in order to ensure maximum impact on standards of student achievement.
- To support the Headteacher in the recruitment and development of teaching and non-teaching staff at the school.

Relationships with key stakeholders

- To foster positive relationships throughout the school community.
- To assist the Governing Body as required in the exercising of its functions, including writing reports and attending meetings.
- To develop effective relationships with parents which focus on students' learning and progress.
- To develop positive relationships with the local community, including employers, outside agencies and various Local Authorities.

Other duties

- To carry out the professional duties of a classroom teacher as set out in the current STPCD.
- To undertake any further duties as outlined by the Headteacher provided that they are reasonable and appropriate.
- Please note that this is illustrative of the general nature and level of responsibility of the role. It's not a comprehensive list of all tasks that the assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.