# Job Description

# Assistant Head Teacher for Behaviour, Attitudes and Welfare

# Phase Leader

Post: Full time Assistant Head Teacher

Location: Calton Primary School

Scale: L2-L6

At Calton Primary School our vision is to provide a *nurturing, inclusive, learning community that enables everyone to be their best’*. Our **STARS** values enable our children to have the ‘**S**kills, **T**ogetherness, **A**spirations, **R**esilience to be ‘**S**uccessful’.

**PURPOSE OF THE JOB**

The Assistant Head Teacher as part of the Senior Leadership Team at Calton Primary School, will take responsibility for leading, managing and developing learning and teaching across a phase, as well as leading and managing Behaviour, Attitudes and Welfare across the school.

The Assistant Head Teacher plays a major role in supporting the Head Teacher and Deputy Head Teacher with the management and strategic direction of the school.

The Assistant Head Teacher will undertake any professional duties delegated to them by the Head Teacher and will carry out the duties of a school teacher as set out in the pay and conditions document. In addition, they will carry out the professional duties of an Assistant Head Teacher as set out in that order.

The Assistant Head Teacher is a member of the School Leadership Team who under the leadership of the Head Teacher work together to:

* Uphold the school’s vision and values (STARS) and mission statement ‘**A nurturing, inclusive, learning community that enables everyone to be their best’**
* Support and implement the aims and objectives of the school
* Support and implement policies for achieving these aims and objectives
* Manage staff and resources to that end
* Monitor progress towards the achievement of the school’s aims and objectives

**QUALITIES**

The Assistant Head Teacher will:

* Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
* Uphold the school vision and values
* Uphold a strong sense of professionalism, commitment to high standards and setting an appropriate example
* Uphold a strong sense of loyalty, integrity, enthusiasm and dynamism
* Build positive and respectful relationships across the school community
* Serve in the best interests of the school’s pupils
* Willingly accept the demands and challenges of the post and respond in a flexible manner

**SPECIFIC RESPONSIBILITIES**

* To take a central role in assisting the Head Teacher, Deputy Head Teacher and Governing Body to develop Calton Primary in accordance with its STARS values
* The Assistant Head Teacher will have significant release time each week to help develop successful practice across the phase and school
* The Assistant Head Teacher will ensure that all teaching demonstrates best practice, develops relationships, supports training and development, and ensures ‘quality first teaching’ thus ensuring all children make excellent progress across the school
* The Assistant Head Teacher, working in conjunction with other leaders in the school will take lead responsibility for ensuring the best possible curriculum offer, provision, well-being, progress and achievement for all children in the phase especially through enrichment, creative learning, extended services, partnerships and collaboration
* The Assistant Head Teacher will be an outstanding role model of professional standards and an excellent example to teaching and support staff. They will actively and demonstrably promote achievement through building and implementing agreed school policies
* The Assistant Head Teacher will lead by example in their own teaching practice, and by positively encouraging and supporting all members of staff
* The Assistant Head Teacher will work to ensure that the school offers a high quality, exciting, enriching, well resourced, scaffolded curriculum and well-matched learning opportunities that aligns with our school vision and values
* The Assistant Head Teacher will work closely with other key leaders in the school to ensure that those pupils who have Special Educational Needs/disabilities and/or who are disadvantaged receive the highest quality provision and are making good progress.

**LEADERSHIP AND MANAGEMENT**

* To be a positive ambassador for the school internally and externally
* Work in very close partnership with and support the Head Teacher, Deputy Head Teacher and other Assistant Head Teachers, in the effective day to day management of the school and school community including recruiting and inducting staff, volunteers and pupils. They will develop and implement all policies, lead assemblies and staff meetings, host and organise whole school events such as open days and parent consultations and respond to the views, needs and requests of children, staff, parents, governors and visitors
* Work with the Senior Leadership Team, staff and governors in the development, implementation and review of school improvement plans including regular monitoring and evaluation of standards and quality of provision
* Support school governance by attending meetings where appropriate and ensuring that all governors are able to play an active and informed part in school leadership and development
* Work with the whole staff to develop a strong learning environment that has at its centre the school’s visions and values
* Work with the Head Teacher and Deputy Head Teacher in the school’s pupil progress meetings and target setting processes by taking a major role in assessment and actively supporting and securing the school's success in national tests including those at the end of each key stage
* Take a leading role in the Senior Leadership Team by leading on Behaviour and Welfare across the school
* Take responsibility for collating evidence for specific sections of the school’s Self Evaluation Form
* Lead all staff and new post-holders to ensure that the curriculum is fit for purpose, enables children to make maximum progress, is consistent across the academy and is reviewed on a regular basis
* Assist in the line management of classroom-based personnel, including timetabling, managing and developing roles to ensure the provision of high-quality interventions and support for children’s progress, achievement, wellbeing and good behaviour
* Manage CPD around assessment practice and the curriculum for classroom-based staff ensuring their needs are identified and met through quality training opportunities within available resources. This includes assisting in managing the INSET program and providing / sourcing training opportunities for whole, groups of and individual staff
* Work with the Senior Leadership Team in setting, nurturing, promoting and maintaining a very high standard of behaviour as per our school policies throughout the school ensuring that all staff play an active role in the pursuit of these standards
* Ensure that there is a very safe, secure, effective and pleasing environment for all users and with the Head Teacher, Deputy Head Teacher and Assistant Head Teachers, be aware of all policies and regulations
* Ensure safeguarding procedures are fully upheld at all times
* Evaluate performance, create improvement/action plans, build capacity in staff and analyse quality of interventions
* Line manage Support Staff
* Promote and model good relationships with parents and carers, which are based on partnerships to support and improve pupils’ learning and achievement
* Seek opportunities to invite parents, community figures, businesses or other organisations into the school to enhance and enrich the school and it values to the wider community.

**PHASE LEADER**

* Create a culture where pupils experience a positive and enriching school life
* Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
* Ensure a culture of staff professionalism
* Encourage high standards of behaviour from staff and pupils, built on rules and routines that are understood by both staff and pupils and clearly demonstrated by all adults in school
* Implement the schools small step curriculum within the phase and as part of the whole-school curriculum intent, implement our effective assessment framework
* Ensure that assessment is at the centre of strategic planning and resource management and lead and support the teaching and learning of all children within the school, providing and promoting models of excellent classroom practice through whole class and group teaching, coaching, mentoring and supported self-evaluation for teaching and learning staff
* Establish creative, responsive and effective approaches to learning and teaching and ensure a culture and ethos of challenge and support where all pupils can have a voice, achieve success and through the use of metacognition become highly engaged in their own learning and be enabled to actively support the learning of others
* Implement systems for the collection of useful, timely, and accurate assessment data to track the progress of individual and groups of children in order to inform planning, evaluate performance, track progress and secure raised achievement across the phase. This will include agreeing and articulating high expectations and setting stretching targets
* To deal with the data analysis of cohorts and your respective area of whole school responsibility and phase area
* To lead by example in ensuring that all aspects of planning are in place in order to deliver lessons appropriate to the needs and abilities of pupils in each class in the year group to include those with additional needs e.g., pupils with special educational needs, EAL and those who are disadvantaged
* To ensure that year group teachers share planning to maximise expertise and consistency of provision for children of all abilities in the specified classes
* To ensure the effective deployment of support staff
* Lead and co-ordinate the work of the phase, being responsible for the quality of learning, pupil progress and standards
* To monitor teaching and learning, planning, environment, pupil voice, pupils’ work, progress and behaviour in order to raise standards
* Ensure that all staff in assigned year groups understand the curriculum and school policies and follow them accordingly
* Ensure the appropriate induction of pupils and staff into the assigned year group
* Ensure that appropriate timetabling of Planning, Preparation and Assessment meetings are held
* Hold Pupil Progress Meetings (PPM) for the phase and report to the Deputy Head Teacher
* To oversee, coordinate and monitor the progress of interventions within the year group and take action when needed
* To be a visible presence around the school to provide encouragement and support for staff and pupils, leading assemblies and contributing to the supervision of pupils during lunchtime and breaktimes as required.
* Quality assuring weekly and termly class timetables and ensuring weekly curriculum planning are on the school system by 8.00am each Monday morning for your phase and that these have sufficient detail/planning.
* Oversee and quality assure the curriculum overviews for your phase each term
* Oversee and quality assure the termly phase newsletter
* Prepare, cascade and communciate break-time rotas (if approriate) for your phase
* Ensure that all classroom enviornments in your phase are of a high standard and take action where there is need for improvement
* Organiging class cover and setting work in the absence of one of your team/phase
* Check over any letters/communications including end of term and year reports, my plans etc that staff within your phase wish to send out
* Lead and organise any phase meetings and moderations that take place within your phase, as appropriate and ensure these are planned and minuted
* Deal with all levels of behaviour including red and yellow card incidents within the phase and ensure behaviour is logged on CPOMs and that parents are communicated with, and appropriate documentation completed.

**WHOLE SCHOOL RESPONSIBILITY – BEHAVIOUR, ATTITUDES AND WELFARE**

* Know, understand and successfully evidence the OFSTED framework for Behaviour, Attitudes and Welfare
* Create a safe, calm, orderly and positive environment in the school and monitor the impact this has on the **behaviour and attitudes of pupils**
* Be responsible for the strategic development and leadership of Behaviour, Attitudes and Welfare, taking a lead role in promoting and monitoring **behaviour,** **attendance and punctuality**
* Ensure that pupils behave with consistently high levels and that the school’s behaviour values ‘be safe, be kind, be ready’ are followed by all
* Create a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated
* Promote positive attitudes and a commitment to education
* Ensure that pupils are highly motivated and persistent in the face of difficulties and make a highly positive, tangible contribution to the life of the school and/or the wider community - actively supporting the wellbeing of other pupils with the Assistant Head for Personal Development, Culture and Wellbeing
* Create an environment where pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education in line with the school’s behaviour and blueprint policy
* Promote the school’s relational policies, practices and principles and oversee policies related to behaviour, attitudes and welfare
* Implement school-based plans for behaviour, monitoring their effectiveness and taking swift and effective action
* Ensure high rates of attendance, and ensure that pupils come to school on time and are punctual. When this is not the case, take appropriate, swift and effective action
* Monitor and analyse the behaviour and attendance patterns of different groups. Set clear and effective behaviour and attendance policies with defined consequences that are applied consistently and fairly
* Line manage the Behaviour Lead and Attendance Office

**SAFEGUARDING**

* Ensure staff and pupils’ safety and welfare through effective approaches to safeguarding, as part of duty of care
* Be a designated safeguarding lead for Child Protection/Safeguarding
* Play a pivotal role in developing the culture of safeguarding in the school

**PROFESSIONAL DEVELOPMENT**

Under the direction of the Head Teacher, the Assistant Head Teacher will:

* Undertake appropriate and regular training and development to maintain own knowledge and improve practice
* Use research and professional development to inform/support strategies for whole school improvement
* Keep up to date with current local and national educational developments and implement strategy to respond appropriately
* Seek training and continuing professional development to meet needs of self and whole school
* Support other leaders and staff with the impact of Continual Professional Development ensuring that all training impacts the needs of the school
* Participate in regular performance reviews and self-evaluation
* Willingness to undertake any accredited qualification relevant to the role

**GENERAL DUTIES**

* Maintain confidentiality and discretion regarding sensitive information
* Maintain the confidentiality of all records relating to staff and pupils, in line with the latest requirements of GDPR and the Freedom of Information Act
* Undertake other tasks as reasonably requested by the Head Teacher and Deputy Head Teacher
* Represent the school in all areas as required in a professional and business-like manner

**SUPERVISORY RESPONSIBILITY**

As above including assisting the Head Teacher in all areas of responsibility and taking charge of the school as required.

**SUPERVISION RECEIVED**

Deputy Head Teacher

**EQUAL OPPORTUNITIES**

The postholder is required to assist in the implementation of the school’s equal opportunity objectives and the school’s Equal Opportunities Policy.

This job description is not necessarily a comprehensive definition of the role, and the post holder may be required to undertake such other tasks appropriate to the level

of the appointment as may be required.

The job description may be reviewed annually or earlier if necessary, and it may be subject to modification or amendments.

We are committed to safeguarding and promoting the welfare of children and young people and anyone applying to work in our school is expected to share this commitment.

All appointments are subject to satisfactory pre-employment checks, including satisfactory enhanced criminal records with Barred List check through the Disclosure and Barring service