



JOB TITLE	Assistant Headteacher, Behaviour, Attendance, Personal Development and Wellbeing
PAY RANGE	L4-L8
RESPONSIBLE TO	Head of School

Core Purpose

The post holder will provide strategic and operational leadership to secure consistently high standards of behaviour, attendance, personal development and safeguarding, in line with the Ofsted Education Inspection Framework (EIF). The role will contribute to ensuring that all pupils benefit from a safe, inclusive and ambitious school culture in which they can thrive academically, socially and emotionally.

Key elements of the role include leadership of behaviour and attitudes, attendance, personal development, alternative provision, safeguarding and pastoral systems, while supporting high-quality teaching, staff development and effective day-to-day school operations.

Key Responsibilities

Behaviour, Attitudes and Attendance (Behaviour and Attitudes)

- Provide strategic leadership to ensure consistently high standards of behaviour, conduct and attitudes to learning across the school.
- Lead the development, implementation and evaluation of whole-school behaviour and attendance policies, ensuring they are applied consistently and fairly.
- Monitor behaviour and attendance data to identify trends, address barriers to engagement and inform targeted intervention.
- Ensure calm, orderly and purposeful learning environments, including during unstructured times such as break and lunchtime.
- Promote positive relationships, mutual respect and a culture of high expectations for all pupils.

Personal Development (Personal Development)

- Lead on the planning and delivery of high-quality personal development provision, ensuring pupils develop resilience, confidence, independence and emotional wellbeing.

- Oversee PSHE, SMSC, enrichment and wider curriculum opportunities so that pupils are well prepared for life in modern Britain.
- Lead and develop pupil voice opportunities, including the School Council, ensuring pupils' views inform school improvement.
- Develop enrichment days and experiences across the school year to enhance pupils' cultural capital.

Careers Education, Information, Advice and Guidance (CEIAG)

- Lead on CEIAG in line with statutory guidance, ensuring pupils receive high-quality, impartial careers education that supports informed next-step choices.
- Work closely with the Careers Lead, teaching staff and external partners to enhance pupils' readiness for future education, employment or training.

Alternative Provision and Inclusion

- Lead on the strategic use and quality assurance of alternative provision, ensuring placements are appropriate, safe, and meet pupils' academic and personal development needs.
- Ensure robust systems are in place to monitor progress, attendance, behaviour and safeguarding for pupils accessing alternative provision.
- Work collaboratively with external agencies, support services and families to secure positive outcomes for vulnerable pupils, including those with SEND and SEMH needs.

Safeguarding (Leadership and Management)

- Ensure safeguarding and child protection arrangements are effective, compliant with statutory guidance and consistently implemented.
- Promote a strong safeguarding culture where pupils feel safe, staff are vigilant and concerns are acted upon promptly.
- Work closely with the Designated Safeguarding Lead and senior leaders to ensure safeguarding practice is continuously reviewed and strengthened.

Teaching, Learning and Professional Development (Quality of Education)

- Contribute to the school's teaching and learning cycle, including lesson observations, learning walks and professional dialogue.
- Model excellent classroom practice and maintain high expectations for teaching and learning.
- Support and challenge staff through effective line management, coaching and performance management.
- Contribute to the planning and delivery of high-quality CPD aligned to whole-school priorities.

Leadership, Management and Operational Effectiveness (Leadership and Management)

- Support the Head of School in the smooth and effective operational running of the school, particularly at the start and end of the school day.
- Attend and contribute to weekly Senior Leadership Team meetings.

- Chair staff meetings as required and contribute to strategic decision-making.
- Prepare and contribute to reports for governors relating to behaviour, attendance, personal development, staff and pupil wellbeing.
- Contribute to key performance indicators (KPIs) and school improvement planning.
- Manage budgets and resources effectively within areas of responsibility.
- Provide school-to-school support where required, contributing to system leadership and improvement beyond the school.

General Responsibilities

- Carry out the professional duties of a teacher in accordance with the School Teachers' Pay and Conditions Document and under the reasonable direction of the Head of School.
- Actively engage in ongoing professional development and reflective practice.
- Serve as a role model for pupils and staff, demonstrating high standards of professionalism, conduct and integrity.
- Support, advise and guide staff to promote wellbeing and professional effectiveness.
- Undertake such additional duties as may reasonably be assigned by the Executive Head of School or Head of School.

Person specification

- Must be educated to degree.
- Must be a qualified teacher.
- Postgraduate qualification is preferable.
- Must have several years' experience of secondary, special school experience.
- Must have significant experience of supporting children with SEMH/SEND.
- Must be able to offer support to other schools and colleagues to raise standards for SEN children in other settings.
- Must have experience of line managing other staff.
- Must have previous leadership experience.
- Must be able to manage a budget and resources.
- Must have understanding of data.
- Must have understanding of timetabling issues.
- Must be able to coach others effectively.
- Must be willing to pursue NPQH/SLT courses.