

Job Description

Role: Associate Assistant Headteacher: Behaviour & Culture

School: Beckfoot Thornton School

Salary/Grade: L4 – L11

Reporting to: Senior Leadership Team

Corporate Responsibilities:

- Uphold and fulfil professional duties and responsibilities in line with the current School Teachers Pay and Conditions Document and Teacher Standards
- Deliver the highest standards of teaching as a talented practitioner, fully committed to raising attainment and supporting pupils to achieve top 10% outcomes in a remarkable learning environment.
- Adhere to the principles of alignment in the One Trust Contract
- Ensure probity, propriety and adherence to the Nolan Principles both in your personal conduct and throughout the Trust.
- Contribute to a culture of relentless improvement, where feedback is a gift
- Lead and uphold an individual and organisational commitment to safeguarding and promoting the well-being of children; being hyper-vigilant in all interactions with pupils and adults and reporting any concerns or suspicions, no matter how small, to the Designated Safeguarding Lead (Pupils) / Headteacher (Staff)
- Comply with all policies, procedures, working practices and regulations, in particular, Child Protection, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- To be line managed by the AHT Behaviour and Inclusion to deliver on our mission to create a remarkable school where no child is left behind through ensuring that we will not rest until all students behave well all of the time.
- Be accountable to and carry out any reasonable request from the Headteacher / Executive Headteacher

This role involves engaging with students in regulated activity relevant to children.

Key Duties and Responsibilities:

- Live our mission and values every day
- Support the further development and implementation of our behaviour policy in alignment with the school's mission and values, ensuring they foster a positive and inclusive learning environment. This includes working with other schools and providers
- Develop strategies and interventions, to support students who are not yet able to meet remarkably high standards of behaviour
- Proactively use data to support students to meet our high expectations
- Develop strategies and interventions with the rewards coordinator, to ensure effective recognition of student achievement and develop a culture of intrinsic motivation and self determination
- Support and work with the Assistant Headteacher for Behaviour and Inclusion to develop and implement cultural norms for Beckfoot Thornton, including supporting the transition lead
- Work with the Head and senior team to craft a highly purposeful, motivational and inclusive culture
- Demonstrate burning intellectual curiosity and a desire to engage with the latest research and ensure that all initiatives are based on best practice
- Be a positive team member of the Senior Leadership Team, role-modelling ownership and accountability
- Be a highly visible senior leader, embedding a culture of feedback and a desire to continuously improve
- Lead meetings and undertake duties as required in line with the calendar, sharing expertise and supporting others
- Maintain accurate records using relevant systems in line with policy and records management procedures

- Be an outward-facing, horizon-scanning professional, drawing influence from within and beyond the sector both nationally and internationally
- Provide clarity of expectation and exactly high standards
- Manage own workload and the workload of others
- Take seriously the duty to safeguard all young people

Professional Development:

- Be committed to own professional development, demonstrating the desire to be better tomorrow than you are today
- Establish and participate in training opportunities, meetings, and networks to maintain excellent skills and knowledge in role
- Seek feedback and act on it to improve performance within and beyond formal coaching and appraisal opportunities
- Share and support the Trust's ethos to provide and monitor opportunities for personal and academic growth and success

We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Advanced Threshold Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English in school.

Date:

April 2023

This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks. Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager. The Job Description will be reviewed with the post-holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.

Role:			
Requirements		Essential Desirable	Identified
Qualifications / Training	<ul style="list-style-type: none"> A good honors degree PGCE (QTS) Up to date learning/CPD Professional certification e.g. relevant NPQs such as NPQLBC 	E E D	Application
Experience	<ul style="list-style-type: none"> Sustained recent success as a minimum at middle leadership e.g. Head of Department or Head of Year Reflective and impactful subject practitioner Knowledge and/or experience of successful pastoral leadership including tutoring, improving student aspiration and supporting a positive climate for learning Working in a culture of high expectations where good is never good enough Leading a team Successfully developing and managing the performance of others Demonstrable commitment to evidence-informed actions and a warm-strict/tough love approach to behaviour Leading CPD and/or assemblies Creating or implementing clear routines that lead to psychological safety for all, particularly the most vulnerable Working positively with stakeholders, including families 	E E E E E E D D D	Application Interview References
Knowledge, Skills and Ability	<ul style="list-style-type: none"> Understanding a behaviour curriculum Highly visible leader who knows when to challenge and when to support Understanding of powerful knowledge as a right for all Knows how to hold to account with kindness and candour Leading a behaviour curriculum Creates clarity and builds cohesive teams Knowledge of how to craft a mission- aligned culture with identified high aspirations and explicit norms where the safety and happiness of all students is at the heart 	E E E E D D D	Application Interview
Character / Values	<ul style="list-style-type: none"> Driven to make a difference to the community that we serve 	E	Application Interview

	<ul style="list-style-type: none"> • Unswerving belief that through creating the right culture of achievement, 'our kids can' • Commitment to a culture of safeguarding and hyper-vigilance • Values-driven, resilient leader with the desire to continue to develop and grow as a leader • Actions always driven by purpose not power • Commitment to diversity, equity and inclusion • Strong self-awareness and ability to give, receive and act on feedback • Energy, enthusiasm, and optimism • Makes no excuses and welcomes high accountability for all • Forms trusting relationships with all • Good sense of humour and perspective 	E E E E E E E E E E	
Personal Circumstances	<ul style="list-style-type: none"> • Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) • Must have the ability to be flexible and work to the requirements of a busy school • Interest in the school's wider role in the community 	E E E	References Interview
Equality	<ul style="list-style-type: none"> • A commitment to, and evidence of, promoting diversity and equal opportunities 	E	