



## Job Specification

### Assistant Headteacher (Behaviour & Attitudes)

- Qualifications:**
- ◆ **Qualified Teacher Status (QTS)** and a strong academic background
- Professional Development:**
- ◆ **Evidence of continuous professional development (CPD)** related to behaviour management, pastoral leadership, and student wellbeing.
  - ◆ Evidence of keeping up to date with educational thinking and knowledge
  - ◆ A strong commitment to the quality professional development of staff
  - ◆ The drive to develop others' capabilities and help them realise their full potential
- Experience:**
- ◆ **Substantial experience in a leadership or senior pastoral role** in a secondary school with a focus on behaviour management, student attitudes, and attendance (at least 3 years at a middle leadership level or higher).
  - ◆ **Proven experience of improving student behaviour**, attitudes, and attendance across a large cohort, with clear evidence of impact in these areas (e.g., reduction in exclusions, improvements in attendance, behaviour points, etc.).
  - ◆ **Track record of designing, implementing, and evaluating strategies** to raise standards of behaviour and attitudes, ensuring these are sustained and measurable.
  - ◆ **Experience in working with vulnerable students** and those with special educational needs or behavioural challenges to improve their engagement, attendance, and behaviour.
  - ◆ **Experience of collaborating with external agencies** (e.g., local authority, social services, youth services) to support students and families.
  - ◆ Experience in **leading staff training** on behaviour management, restorative practices, or related areas
  - ◆ Successful teaching experience in the secondary phase
- Special Knowledge and Skills:**
- ◆ High level communication, organisational and management skills
  - ◆ The ability to evaluate colleagues' work and provide supportive feedback securing improvement
  - ◆ The ability to secure improvement in provision supported by the ability to analyse and interpret data effectively
  - ◆ The ability to set clear expectations and hold others to account for their performance, and challenge underperformance
  - ◆ The ability to establish a positive ethos with a commitment to high achievement for all students
  - ◆ Ability to enable and empower others

- Knowledge and Understanding**
  - ◆ **In-depth knowledge of national and local policies** relating to behaviour, attendance, safeguarding, and student welfare, with the ability to implement these within the context of the school.
  - ◆ **Understanding of child development and behaviour management theories** and their application in a school setting.
  - ◆ Knowledge of **restorative practices** and other evidence-based approaches to improving student behaviour.
  - ◆ **Understanding of the challenges facing disadvantaged students** and the ability to implement strategies that address these issues effectively.
  - ◆ Awareness of the **impact of behaviour on academic achievement**, and the ability to promote high expectations for both academic and personal development.
  
- Personal Qualities:**
  - ◆ **Commitment to promoting a positive, inclusive school culture** where all students are valued and supported to succeed.
  - ◆ **Resilience and the ability to remain calm** and effective under pressure, particularly in challenging or high-stakes situations.
  - ◆ **Empathy and emotional intelligence**, with the ability to build strong, trusting relationships with students and staff.
  - ◆ **Proactive and solution-focused** approach to problem-solving, with a clear commitment to improving outcomes for all students.
  - ◆ **High standards of professionalism** and personal integrity, acting as a role model for students and staff.
  
- Desirable Criteria**
  - ◆ **Experience with or qualification in restorative justice practices** or other alternative behaviour management strategies.
  - ◆ **Experience of leading whole-school initiatives** related to character development, mental health, or student well-being.
  - ◆ **Knowledge of digital tools and software** for tracking and managing student behaviour and attendance.
  
- Other Requirements**
  - ◆ **Commitment to safeguarding and promoting the welfare of children and young people.**
  - ◆ Enhanced **DBS check** (Disclosure and Barring Service).
  - ◆ Ability to work flexibly, including evenings for parent meetings or events when necessary.
  - ◆ Good humoured, warmth and moral purpose
  - ◆ The skills to work with hard to reach parents and members of the community
  - ◆ An unequivocal positive role model to staff and students.

This **Person Specification** outlines the key qualifications, experience, and skills required for the Assistant Headteacher role, focused on Behaviour and Attitudes. The ideal candidate will demonstrate a proven ability to manage and improve behaviour, attendance, and attitudes across a diverse student body, and will have a passion for supporting students to achieve their full potential in a positive and inclusive school environment.

### **Evidence from Application, Reference and Interview**