



**North East
Learning Trust**

**Assistant Headteacher (Behaviour)
Teesdale School & Sixth Form**
Applicant information pack

Assistant Headteacher (Behaviour)

Required April 2023 (flexible)

Leadership L11 – L15

Teesdale School and Sixth Form are a part of the North East Learning Trust and is seeking to appoint an Assistant Headteacher with responsibility for behaviour and attendance to join our dedicated team. The post is required from April 2023, but has some flexibility to the start date for the right candidate who will be dynamic and enthusiastic; someone who loves working with young people, and shares our passion for their future and wellbeing. This is an exciting opportunity to join a close and talented team, who together, ensure students receive excellence every day.

We have 720 children across Key Stages 3 and 4 and Post-16. Our small size means that you can really get to know your students; know who they are; their aspirations, ideas, talents and dreams, bringing out the best in them, helping to champion their ambitions and giving them a great start in life. Teesdale School is a place where traditional values of kindness, respect and hard work take precedence.

Teesdale School and Sixth Form was rated as 'Outstanding' by Ofsted in June 2019.

Our vision, along with all schools in the Trust, is that every child experiences excellence every day.

We are committed to:

- A vibrant learning community with enthusiastic and engaging students
- A positive and caring ethos
- An excellent learning environment and resources
- A team of hardworking, dedicated and friendly staff where everyone is valued

The successful candidate will:

- Hold QTS
- Have experience of providing pastoral and behaviour support in school.
- Oversee and improve school attendance.
- Monitor and track data relating to pastoral, behaviour, attendance and rewards.
- Be a proactive self-motivated member of our SLT promoting the school ethos.
- Have excellent IT skills.
- Have a flexible approach to work.

Deadline: Thursday 26th January 2023, 9am

Interviews: Date to be confirmed

How to apply:

Application packs can be downloaded from our website.

Letters of application should be no more than two sides of A4 and should be returned by email with application forms to tracy.tuck@teesdaleschool.co.uk or by post to Tracy Tuck, PA to the Leadership Team, Teesdale School, Prospect Place, Barnard Castle, Co Durham DL12 8HH. Please do not submit a CV unless it is to compliment your application form.

Job description

Post title: Assistant Headteacher (Behaviour)
Responsible to: Executive Headteacher / Head of School
Responsible for: Strategic leadership of the Behaviour and Attendance systems.
Salary Band: Leadership 11 - 15

Job Purpose:

Strategic leadership of the Behaviour and Attendance systems.

Duties and Responsibilities:

Generic Responsibilities

Undertake responsibilities as a member of the Senior Leadership Team of the school.

1. To actively contribute to the Senior Leadership Team attending weekly meetings and other relevant meetings as may be required.
2. To work with the Executive Head Teacher/Head of School contributing to the vision and professional leadership of the school.
3. To undertake joint responsibility, with other members of the Senior Leadership Team for School Self Evaluation/School Improvement/ Performance Management.
4. To actively promote and develop school ethos and policies.

Specific Responsibilities

Leadership and Management of the Behaviour System

The leadership, day-to-day management and maintenance of high standards within the Behaviour system in the school along with the setting, development and implementation of policies, plans, targets, practices and procedures related to the system within the context of the vision, ethos, aims and goals of the school.

- Ensure that the highest standards of behaviour are implemented and maintained in line with relevant school policies
- Provide support for key front line staff in the Pastoral Team for all disciplinary matters
- Ensure that teachers are aware of the implications of the school's Behaviour Policy and that these policies are effectively and consistently implemented and monitored
- Undertake self-evaluation of the Behaviour System in order to contribute to the school systems of monitoring, evaluation, review and improvement
- Develop and implement policies and practices which reflect the school's commitment to the highest standard of behaviour
- Have an enthusiasm which motivates and supports other staff and encourages a

- shared understanding of the contribution they can make to all aspects of students' lives
- Take a lead in the appointment and monitoring of quality teaching and support staff where relevant to the Pastoral Team
- Lead on dealing with serious behavioural issues in the school, referring to the Executive Head Teacher/Head of School in extraordinary circumstances as required
- Work with the community should they express a concern about behaviour outside of the school and ensure that students are aware of the expectations on them when travelling to and from the site
- To work with Senior Leadership Team, where necessary, in looking at appropriate groupings and classes for students to foster and maximise the highest standards of behaviour and improve outcomes for students
- To develop and implement the school's system for rewards
- Ensure accurate and detailed records are maintained relating to behaviour and provide reports as required by Executive Head/Head of School
- Ensure parents/carers are kept fully up to date with information about their son/daughter's behaviour
- Provide any information that external agencies may need in relation to behaviour and behaviour for learning
- To ensure the school maintains its current grading with a view to achieving outstanding in all future inspections
- Monitor progress and evaluate the effect of developments and targets on student behaviour by working alongside colleagues, analysing work and outcomes
- Lead the school's multi-agency group through monthly meetings of the Pastoral Liaison Group, establishing and monitoring Individual Behaviour Plans
- Manage and run the school detention system

Leadership and Management of the Attendance System

The leadership, day-to-day management and promotion of outstanding attendance within the school

- Develop and implement policies and practices which reflect the school's commitment to the highest standard of attendance
- Ensure that the highest possible standards of attendance are implemented and maintained in line with relevant school policies
- Undertake self-evaluation of the Attendance System in order to contribute to the school systems of monitoring, evaluation, review and improvement
- Provide support for key front line staff in the Pastoral Team for all attendance matters
- Ensure that teachers are aware of the implications of the school's Attendance Policy and that these policies are effectively and consistently implemented and monitored
- To manage in year transfers working in conjunction with the NELT Governance Manager and the Senior Leadership Team member for curriculum
- Lead on strategies for addressing issues associated with attendance, absence and persistent absence
- Ensure accurate and detailed records are maintained relating to attendance and provide reports as required by Executive Head/Head of School
- Ensure parents/carers are kept fully up to date with information about their son/daughter's attendance

General

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Health and Safety

It is the responsibility of individual employees at every level to take care of their own health and safety and that of others who may be affected by their acts at work. This includes co-operating with the Trust and colleagues in complying with health and safety obligations to maintain a safe environment and particularly by reporting promptly any defects, risks or potential hazards. Specifically:

- To report any incidents/accidents and near misses to your line manager
- To ensure own safety and safety of all others who may be affected by the Trust's business

Safeguarding

The Trust has a Child Safeguarding policy and procedure in place and is committed to safeguarding and promoting the welfare of all its students, each student's welfare is of paramount importance to us and you are expected to share this commitment. All staff will fully comply with the Trust's policies and procedures, attend appropriate training, inform the Designated Person of any concerns, record any potential safeguarding incidents appropriately.

Person specification

| | Essential | Desirable |
|--------------------------------|--|---|
| 1. Qualifications and Training | <ul style="list-style-type: none"> Honours Degree and Qualified Teacher Status Evidence of recent and relevant personal professional development. | <ul style="list-style-type: none"> National Middle Leadership Qualification – 'Leading from the Middle' or similar Evidence of further degree/post graduate study/wider experience |
| 2. Experience | <ul style="list-style-type: none"> At least 5 years' experience of successful classroom teaching Currently a highly regarded leader/middle manager Evidence of managing the process of change effectively Experience of implementing effective strategies to promote student welfare and engaging with multi-agencies Experience of implementing effective for behaviour management including the use of rewards and sanctions | <ul style="list-style-type: none"> Experience of working in more than one school Experience of implementing effective support structures and resources to aid student progress Experience of using a range of tools and evidence, including performance data, to support, monitor, evaluate and improve student progress Experience of a pastoral role Child Protection Officer Training Level 3 |
| 3. Skills | <ul style="list-style-type: none"> Ability to see things through to completion A reflective practitioner able to evaluate practice and embed a process of continuous improvement An inspirational style that imparts confidence, motivates staff, parents /carers and students Ability to analyse and interpret information to make informed decisions and exercise good judgment Ability to create and maintain strong supportive relationships with staff, parents/carers, students, the community and other agencies Ability to be innovative, creative and tenacious Skills, experience and ability to promote high quality pastoral care to meet the needs of all students | <ul style="list-style-type: none"> Proven ability to drive forward a number of initiatives and achieve results |

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| 4. Leadership and Management | <ul style="list-style-type: none"> • Ability to contribute to the strategic direction of the school. • Ability to develop and implement operational policies to deliver the strategic vision for the School • Leadership and management skills to improve and maintain level of attainment and success • Excellent classroom practitioner who can lead by example • Ability to motivate students and staff • Ability to lead, coordinate, delegate and empower • Experience of carrying out staff performance reviews and acting on any issues that arise from the reviews • Ability to manage change and work under pressure of changing circumstances | |
| 5. Knowledge, Competence and Understanding of: | <ul style="list-style-type: none"> • Statutory education frameworks • Strategic planning processes • Strategies for ensuring inclusive practice across all areas of the curriculum • Statutory responsibilities related to safeguarding and child protection within schools • Principles and strategies of school improvement • Strategic Planning Processes • Current National policies relating to the pastoral system | <ul style="list-style-type: none"> • Understanding the work of the school governors • Current educational issues specifically in education for 11 – 18 range, adjacent phases and transition • Have a working knowledge of Durham LCSB processes and operations |
| 6. Other Qualities | <ul style="list-style-type: none"> • An exceptional role model with high standards of integrity and approachability • Model the vision and values of the school • A belief that everyone has an entitlement to high quality educational opportunities • A 'can do' approach and a positive attitude to innovation and change • Excellent interpersonal skills and the ability to inspire challenge, motivate and empower others to carry the vision forward • Ability to take the initiative and also to work well as part of a team • Excellent organisational skills and ability to manage own workload • Maintain high levels of confidentiality | |

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| 7. Personal Qualities | <ul style="list-style-type: none"> Flexibility, creativity and the ability to think laterally Stamina and a capacity for hard work The ability to be reflective and self-critical Open and approachable with a vision that inspires others but is also rooted in reality | |
| Other Qualities | <ul style="list-style-type: none"> An exceptional role model with high standards of integrity and approachability Model the vision and values of the school A belief that everyone has an entitlement to high quality educational opportunities A 'can do' approach and a positive attitude to innovation and change Excellent interpersonal skills and the ability to inspire challenge, motivate and empower others to carry the vision forward Ability to take the initiative and also to work well as part of a team Excellent organisational skills and ability to manage own workload Maintain high levels of confidentiality | |
| Personal qualities | <ul style="list-style-type: none"> Flexibility, creativity and the ability to think laterally Stamina and a capacity for hard work The ability to be reflective and self-critical Open and approachable with a vision that inspires others but is also rooted in reality | |

References:

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

DBS:

North East Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

Pre-occupational health:

Pre-occupational health check is an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

Equal opportunities:

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community.

Applicants with disabilities will be granted an interview if the essential job criteria are met.