

TEACHING STAFF
JOB DESCRIPTION

ROLE TITLE	Assistant Headteacher
CONTRACTED HOURS	33.25 hours per week/ 52 weeks per year
LOCATION	Felixstowe School
GRADE / SCALE POINT – SALARY	Leadership 9-13
REPORTING TO	Headteacher

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all.

- Unity Schools Partnership is a family of interdependent schools with a shared ambition to transform lives.
- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all Trust schools, and the Trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are committed to the development of a high-quality, evidence-informed model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The Trust expects its work to be characterised by:



The vast majority of our schools are now successful and well-performing, judged 'good' by Ofsted. The ambition over the next three years is that schools across the Trust become routinely excellent, characterised by top quartile performance and with the capacity to support additional schools in the area that would benefit from being part of the Trust.

In order to achieve this ambition, the Trust will focus on:

Excellent education – Our plans at secondary and primary aim at top quartile outcomes for pupils, with very high parental and external approval ratings of our special schools.

Excellent staff – Our People Strategy sets out an array of actions to ensure we become the employer of choice for school staff in the region.

Excellent support for schools – at the core of our success is the support provided across the Trust for Heads and staff working in Unity schools, from a range of experts at the centre and in our schools.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To provide strategic leadership for behaviour, culture and belonging across the school, ensuring that all students experience a safe, inclusive and ambitious environment where they can thrive.

To lead and maintain high standards of behaviour, personal conduct and attitudes to learning through inclusive and relational approaches that remove barriers to success. To act as Deputy Designated Safeguarding Lead (DDSL), supporting safeguarding systems and ensuring vulnerable students receive effective support.

To lead and manage the Student Support Team and the school's internal behaviour support provision, ensuring pastoral systems have a direct impact on wellbeing, engagement and student outcomes.

To contribute fully to the strategic leadership and day-to-day operation of the school as a member of the Senior Leadership Team.

KEY TASKS & RESPONSIBILITIES

Key Functions

- Deputise for the Deputy Headteacher or Headteacher as required.
- Lead, manage and develop designated teaching and support staff.
- Contribute to school self-evaluation and improvement planning.
- Promote a culture of high expectations, inclusion and belonging.
- Ensure a calm, safe and purposeful learning environment across the school.
- Play a full and active role in the leadership and development of Felixstowe School.
- Maintain effective staff duty systems, including on-call and supervision rotas, ensuring high visibility, consistency and safe oversight during movement and social times.

Specific Responsibilities

Behaviour, Culture and Belonging

- Lead and maintain high standards of behaviour, conduct and attitudes to learning across the school.
- Develop and sustain inclusive behaviour systems rooted in positive relationships, consistency and high expectations.
- Promote a strong sense of belonging for all students through effective pastoral systems and inclusive practice.
- Monitor the impact and effectiveness of behaviour interventions and pastoral support systems.
- Work strategically to reduce suspensions and barriers to engagement.
- Lead assemblies and other activities which contribute to students' Spiritual, Moral, Social and Cultural development.

Internal Behaviour Support Provision

- Line manage and oversee Level Up, the school's internal behaviour support provision.
- Ensure Level Up provides effective intervention, reintegration and support for students requiring additional behavioural or pastoral support.
- Monitor the impact of Level Up on student behaviour, engagement and outcomes.
- Develop systems and provision which support students to successfully reintegrate into mainstream lessons.
- Ensure staff working within Level Up are effectively supported, trained and

deployed.

Safeguarding

- Act as Deputy or Alternate Designated Safeguarding Lead as part of the safeguarding team.
- Support the coordination and oversight of safeguarding systems and safeguarding casework.
- Work closely with safeguarding colleagues to ensure safeguarding processes are effective, timely and child-centred.
- Promote a strong safeguarding culture across the school community.

Student Support Team Leadership

- Lead, manage, monitor and support the Student Support Team to ensure high-quality pastoral provision.
- Lead performance management processes for designated staff.
- Ensure staff receive appropriate professional development and training.
- Lead effective Student Support Team meetings focused on improving outcomes and removing barriers to learning.
- Ensure effective communication between the Student Support Team and wider school staff.

Inclusion and External Partnerships

- Work closely with families, external agencies and alternative provision providers to secure positive outcomes for students.
- Attend IYFAP and other external agency meetings as required.
- Liaise with feeder schools and external partners to support vulnerable students and smooth transition arrangements.
- Work closely with the SEND team to ensure that students with SEND have effective support to meet behaviour expectations successfully and engage positively with school life.

Strategic Leadership

- Develop a strategy to improve key metrics for behaviour and belonging.
- Attend and contribute to meetings of the Senior Leadership Team.
- Attend governor meetings and provide reports on areas of responsibility as directed by the Deputy Headteacher.
- Support the Headteacher in the day-to-day leadership and management of the school.
- Represent the school at meetings, events and community activities as required.
- Undertake other duties reasonably requested by the Headteacher.

Teaching Commitment

- Teach in line with the school timetable and maintain high standards of classroom practice.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Evidence of continued professional development relevant to pastoral leadership, behaviour or safeguarding. 	<ul style="list-style-type: none"> • NPQ qualification or evidence of leadership development.
Experience / Skills	<ul style="list-style-type: none"> • Successful experience of pastoral or behaviour leadership in a secondary school. • Successful experience of leading whole-school behaviour systems or pastoral provision. • Experience of leading and developing staff effectively. • Experience of using data strategically to improve student outcomes and pastoral provision. • Evidence of improving behaviour or pastoral outcomes. • Experience of working successfully with vulnerable students and families. • Experience of managing challenging, sensitive or complex safeguarding and behavioural situations calmly and effectively. • Strong understanding of safeguarding responsibilities and statutory guidance. • Strong understanding of effective behaviour systems and behaviour for learning. • Understanding of inclusive practice and barriers faced by vulnerable learners and students with SEND. • Understanding of the relationship between behaviour, wellbeing, safeguarding and achievement. 	<ul style="list-style-type: none"> • Experience of contributing to whole-school strategic improvement. • Experience of working with alternative provision or internal behaviour support provision. • Experience of line management and performance management. • Experience as a Designated or Deputy Designated Safeguarding Lead.
Aptitudes / Personal Qualities	<ul style="list-style-type: none"> • Ability to build positive and professional relationships with students, families and staff. • Excellent communication, organisational and leadership skills. • Ability to lead, motivate and develop staff effectively. • Resilient, calm and solution-focused under pressure. • Ability to challenge appropriately while maintaining positive relationships. • High levels of visibility, presence and credibility as a senior leader. 	

	<ul style="list-style-type: none"> • Strong organisational and operational leadership skills. • Commitment to inclusion, belonging and high expectations for all students. 	
Safeguarding Commitment	<ul style="list-style-type: none"> • Articulate a commitment to safeguarding and suitability to work with children and young people. • Commitment to safeguarding and promoting the welfare of children and young people. 	
Other Requirements	<ul style="list-style-type: none"> • Enhanced DBS level • Ability to Travel between sites 	
Values & Ethos Alignment	<ul style="list-style-type: none"> • Alignment with Unity Schools Partnership and our Schools values and ethos. • Commitment to the values and ethos of Felixstowe School. 	