

Assistant Headteacher - Behaviour, Culture, Engagement and Attendance

Salary / grade range	Leadership Scale, Range L13 - 17
Location	Co-op Academy Failsworth
Reports to	Senior Assistant Headteacher / Headteacher

Purpose of role:

The Assistant Headteacher - Y7 & 8 Behaviour, culture, engagement and whole school attendance will support the strategic leadership of pupil behaviour, culture, engagement and attendance across the academy. The role will be crucial in developing our whole-school culture and ethos, ensuring that pupils at Co-op Academy Failsworth develop strong, positive attitudes which enable them to flourish in the learning environment.

The post-holder will be responsible for the day to day and strategic overview of behaviour in Years 7 and 8. They will support a Head of Year and Assistant Head of Year in both these year groups and be integral part of a larger pastoral team. Additionally, the post holder will assist in the day to day and strategic leadership of attendance across the Academy. The post holder will work alongside an Assistant Headteacher who has overview for behaviour in Year 9,10 and 11. Additionally both Assistant Headteachers work to a Senior Assistant Headteacher with overview of Inclusion, Safeguarding and Attendance.

As a member of the Senior Leadership Team, the post holder must be able to command the respect of staff and students, promoting high standards at all times. They will play a key role in the overall leadership and management of the academy, ensuring that all staff work to support and promote our values and to secure the highest possible outcomes for all our pupils.

Key Responsibilities(and specific duties / responsibilities):

- Recognise, reward and promote respectful, resilient and responsible behaviour across the academy and in the community
- Support an academy ethos in which every student is valued, encouraged and supported to develop

both personally and academically.

- To ensure that inclusivity is at the heart of our practice and that exclusion rates decrease, particularly for disadvantaged students and those with SEND, by exploring all of the available support strategies.
- To support the strategic oversight of reflections and the Hub.
- To Support in the day to day responsibility of safeguarding pupils by working alongside the Designated safeguarding leads and Pastoral team.
- Strategic oversight of standards planning and overview for Years 7 and 8
- Day to Day working with complex families and pupils to improve school engagement and belonging.
- To further develop, embed and evaluate effective behaviour systems, routines and provisions on a whole school basis, so that rates of removal from lessons decrease, particularly for disadvantaged students.
- Strategic oversight of pupil rewards and celebrations for Years 7 and 8
- Support in the running of the Academy, the student leadership and extra curricular programme and the development of prefects and other student leaders.
- To be responsible for the writing, delivery and self evaluation of relevant sections of the Academy Development Plan.
- To update and implement all policies relating to behaviour and Attendance.
- To ensure that parents and students understand the behaviour systems, so that parents can support students in developing self regulation and develop the ability to know and express what they need to do in order to achieve this.
- To use data to evaluate the effectiveness of our policies and practice, providing reports and useful information for teachers, subject leaders, senior leaders, governors and the Trust as appropriate;
- To use data to analyse trends, patterns and action ways forward to improve pupil attendance throughout the Academy.
- To have a detailed understanding of national inspection frameworks in relation to behaviour and attendance
- Line management of colleagues as directed.
- Be a visible, proactive presence around the academy, promoting positive behaviour and ensuring the smooth day-to-day running of the academy
- Engage actively with parents and carers, to ensure that they are able to play a full role in supporting pupil engagement

OUTCOMES AND ACTIVITIES

- Support the Headteacher in creating strong leadership priorities and collaborative ways of working with all stakeholders including the Trust, Governors and wider community
- Hold staff accountable for their professional conduct and practice
- A detailed understanding of national inspection frameworks in relation to behaviour and attendance

- Be a role model for others, demonstrating outstanding teaching and establishing high standards in achievement and discipline
- To make recommendations to the senior leadership team and Governors on the development of the personal development curriculum including an analysis of required resources and staffing

SUPPORT THE ACADEMY IMPROVEMENT PROCESS INCLUDING:

- Being responsible for the writing and delivery of relevant sections of the Academy Improvement Plan and self evaluation processes
- Versatility and flexibility of own leadership style, having an awareness of different styles and in which circumstances it is appropriate to adopt an alternative approach
- Strong interpersonal, written and oral communication skills
- Strong organisational skills:
- The ability to delegate
- The use of effective time management
- The ability to prioritise
- Resilience and motivation to lead the academy through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities
- Genuine passion and belief in the potential of every pupil
- The ability to demonstrate unconditional positive regard towards young people
- Strategic thinking and the potential to adopt an entrepreneurial approach to the role
- An educational vision aligned with the academy's high aspirations and high expectations of themselves and others
- Confident and effective presentational skills during public speaking
- Deliver excellent assemblies and open evenings / parents' evenings
- Skilful management and maintenance of working relationships with parents and other stakeholders
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of under performance
- Up to date knowledge of key legislation and the ability to disseminate effectively as required

Personal Attributes Required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable (D)'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none"> • Qualified Teacher Status • Degree • Evidence of further training in preparation for a leadership role e.g. NCSL leadership pathways / LftM • At least 2 years of relevant and successful middle and/or senior leadership experience • Experience of more than one school • High level knowledge and application on the use of data systems in school 	 D D	 A / I A A
Experience <ul style="list-style-type: none"> • Create and secure commitment to a clear strategic vision for an effective school • Initiate and manage change and improvement in pursuit of strategic objectives • Prioritise, plan and organise • Direct and co-ordinate the work of others • Lead, support and work as part of a high-performing team • Act as a role model for pupils and staff by setting high personal and professional standards • Motivate and inspire pupils, staff, parents, governors and the wider community • Delegate tasks, monitor and evaluate outcomes • Deal sensitively with people and resolve conflicts • Use appropriate leadership styles in different situations and understand their likely effects. • Knowledge / Experience of safeguarding procedures and legislation • Delivering staff training and promoting professional development of other staff • Knowledge of a latest curriculum developments 	 D	 A / I A / I A / I A / I A / I A / I A / I A / I A / I A / I A / I A / I

<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> ● Has an understanding of current educational issues and shows awareness of whole school issues ● Knowledge/experience of behaviour management policy/practice and strategy ● Strategies for raising standards in Secondary Education ● Has led initiatives across the school ● Has experience of development planning ● An ability to effectively use IT software packages which support all aspects of pupil monitoring, including CPOMS, Microsoft Excel / Google Suite etc ● An effective, inclusive and cooperative leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile ● Successful experience of motivating and supporting others to improve ● Has developed partnerships with governors, parents, businesses and the wider community specifically agencies involved in behaviour management and inclusion ● Be an outstanding classroom practitioner able to secure pupil engagement in learning ● Demonstrate the ability to identify tasks, and drive projects forward to successful completion ● Possess excellent communication skills both written and verbal ● Ability to analyse complex issues and to think both creatively and strategically ● A commitment to comprehensive and inclusive education ● Personable, approachable, whilst still inspiring respect and personal and professional credibility ● Knowledge of Ofsted current practice 		<p>A / I A / I A / I A / I A / I A / I A / I A / I A / I A / I A / I A / I A / I A / I A / I A / I D I</p>
<p>Personal Qualities</p> <ul style="list-style-type: none"> ● The ability to motivate and inspire pupils, staff and parents ● The ability to work as a team and to lead others by example ● Strong ‘presence’ and the ability to command the respect of others 		<p>A / I A / I A / I</p>



<ul style="list-style-type: none"> • A commitment to safeguarding, equal opportunities and inclusion • An understanding, awareness and empathy for all young people • A commitment to Co-operative values and the Co-op's 'Ways of Being' and a passionate commitment to developing the best in all young people • Demonstrate a commitment to the protection and safeguarding of children and young people and comply with Academy policies and procedures relating to safeguarding, child protection and the prevent duty • A can-do approach to challenges; solutions focussed and an ability to address difficulties with positivity • Be prepared to work flexibly as required • Good sense of humour 		A / I
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This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

	DATE	NAME	POST TITLE
PREPARED			
REVIEWED	5/2/2025	Phill Quirk / Nina Carter	Headteacher / DSL
REVIEWED			