

**‘This is a good school’ Ofsted (May 2019)**

*‘We will endeavour to be a learning community with a culture that promotes excellence, equality and high expectations for students, staff, parents and governors.’*

**Job title**: AHT Behaviour, Safety and Ethos

**Salary**: L10-14

**Responsible for:** Behaviour, Safety and Ethos across the school

**Core Purpose:** Supporting and monitoring the behaviour and safety of all students. Promoting positive behaviour for learning to support student success and a positive, inclusive ethos across the school community

**Reporting to**: Deputy Headteacher

The current conditions of employment of school teachers as laid down by the Department for Children, Schools and Families

**Main areas of responsibility**

* Promote inclusion and acceptance of all students and to encourage students to interact positively with staff and each other through behaviour and engagement in learning
* Ensure a holistic approach to all aspects of student support and inclusion through effective deployment of staff and resources, tracking students, monitoring and evaluating the work of the pastoral team
* Have responsibility for the maintenance of, and staff compliance with, Child Protection and Safeguarding procedures and provide annual training for all staff
* Undertake relevant CPD to comply with legal requirements of safeguarding
* Act as the Lead Behaviour professional in using data to inform interventions which contribute to and develop positive behaviour management so that all students are engaged and participate positively in their own behaviour and learning
* Line manage and ensure effective deployment of the Year Coordinators, the Behaviour Mentor, Inclusion Manager and Attendance Officer to support achievement and progress of all pupils
* Implement, monitor and develop the school’s Behaviour for Learning Policy.
* Ensure that there is a sustained, whole-school focus on ensuring that all groups of students maintain high standards linked to attendance and punctuality.
* Deliver CPD to teaching and associate staff focused on targeted elements of practice and pedagogy.
* Develop positive school policies and practices to engage students with the life of the school and promote active citizenship e.g. through the strategic management of PSHCE and the rewards system
* Ensure the implementation of relevant policies by all staff through regular evaluation and feedback to governors
* Strategically lead on the further development of the Sharples’ ethos ensuring that it influences all aspects of school life.
* Develop form tutors and pastoral staff as key figures in developing a positive school ethos through assemblies and tutorial times
* Lead on SMSC development across the school
* Coordinate a high quality Assembly Programme that has a positive impact on the personal development of all students.

**Role as a member of the Senior Leadership Team (SLT) of Sharples School**

* To work with the Headteacher and governors in contributing to the vision and strategic direction of the school, including the development of Specialist Science Status;
* To contribute as a leader and a classroom practitioner to a school wide focus on achievement and standards;
* To assist the Headteacher in the day to day running of the school which may involve contributing to the assembly programme, supporting break and lunchtime duties, promoting health and safety, and by attendance at extracurricular events;
* To promote the aims and values of the school, within the school, with parents and the wider community;
* To contribute to the line management of staff in order to support, challenge and develop them in their role thus ensuring a culture of accountability at all levels;
* To work as part of the SLT to support the appraisal process;
* To contribute towards maintaining the school SEF and SIP, ensuring accurate reflection of standards, progress and other aspects of the school’s work;
* To participate in early morning briefings, weekly meetings and strategic planning sessions including weekends;

**General duties and responsibilities**

* To carry out the duties as set out in the School Teachers’ Pay and Conditions Document;
* To continue to meet the required standards for Qualified Teachers’ status

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**REVIEW ARRANGEMENTS**

***The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently Sharples School will expect to revise the Job Description from time to time and will consult with the post holder at the appropriate time.***

**Prepared/revised by: Ms A Webster (March 2020) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Agreed by Postholder****:* ***Signature:*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person Specification – AHT Inclusion, Behaviour and Safety

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|  | Criteria | Essential  Desirable | Evidence from |
| Education & qualifications | Degree qualification  Qualified teacher status  Child Protection Training  Participation in work with other schools/agencies  Experience of leading in-service activities for others  Commitment to extend own skills/knowledge through further professional development  Specialist teacher of designated subject area | Essential  Essential  Essential | Supporting statement |
| Experience | Experience of more than one school  Successful experience at middle management level  Successful experience of monitoring teaching and learning  Experience of leading, motivating and monitoring other members of staff  Experience of using data analysis  Experience as a successful tutor  Excellent classroom practice across 11-16 age range | Desirable  Essential  Essential  Essential  Essential  Essential  Essential | Supporting statement  References  Interview |
| Knowledge & understanding | Understanding of best practice in the effective use of pupil performance data and assessment for learning  Understanding of best practice in raising pupil achievement  Experience of managing change | Essential  Essential  Desirable | Supporting statement  References  Interview |
| Skills & abilities | Excellent communication and interpersonal skills with adults and young people  Ability to lead and support middle leaders and staff  Ability to analyse complex issues and plan strategically  Ability to exercise good judgement and make effective decisions  Well-developed ICT skills | Essential  Essential  Essential  Essential  Essential | Supporting statement  Classroom observation  Interview  References |
| Personal qualities | Passionate belief in the ability of every pupil to achieve success  A clear educational vision and sense of direction  Ability to develop an ethos of high aspirations backed up by strategies to support this goal  Commitment to the vision to be an outstanding school  Good organisational skills and high levels of self-motivation  Energy, self-confidence and the ability to ‘give more’ when the occasion demands it  Ability to work under pressure and to meet deadlines  Good sense of humour and the ability to maintain a sense of perspective in all working conditions  Record of good health, attendance and punctuality  A desire for further promotion | Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential | Supporting statement  References  Interview |