

Job Description

Job Title:	Associate Assistant Headteacher Behaviour & Pastoral Care
Responsible To:	Leadership Team
Salary:	Leadership Spine Pt. 10 - 14
Hours:	Full Time
Latest Review Date:	March 2026

1. This job description allocates duties and responsibilities, but does not direct the particular amount of time to be spent on carrying each out.
2. This Post is part of the School's teaching and leadership structure. The post holder will actively support the School's 'Raising Achievement for All' culture and participate in whole School self-evaluation and development.
3. Subject to the above, the description of your post is as follows:
The broad purpose of this post will include:
 - Leading and managing the School under the direction and delegation of the Headteacher.
 - Raising standards of student achievement, attainment and progress within the School.
 - Undertaking the professional duties of a teacher.
 - Undertaking duties/roles and responsibilities assigned to them by the Headteacher.

Play a major role in:

- Formulating the aims and objectives of the school.
- Establishing the policies through which they shall be achieved.
- Managing staff and resources to that end.
- Monitoring progress towards their achievement.

Additionally, the post holder shall be:

- Accountable for specific areas of responsibility as reasonably delegated to the post holder by the Headteacher.

Generic Responsibilities:

1. Shaping the Future

- Support the Headteacher and governors in establishing a vision for the future development of the school.
- Play a leading role in the school improvement planning process, taking account of the agreed priorities of the School.
- Contribute to the identification of key areas of strength and weakness in the school.
- Work to a high standard in implementing agreed policies, priorities and expectations, so as to set a good example for other colleagues.
- Promote a culture of teamwork, in which the views of all members of the School community are valued and considered.
- Contribute to the self-evaluation of the School.

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2. Leading Learning and Teaching

- Lead role in the analysis of key School performance data, to ensure priorities are appropriate and improvement in standards is promoted.
- Facilitate training for staff on effective teaching and learning.
- Promote the active involvement of students in their own learning.
- Contribute to target setting; including statutory procedures and targets for individuals and groups of pupils throughout the School.
- Support strategies to promote high standards of behaviour.
- Contribute to the development of a broad and rich curriculum which meets the needs of the range of students in the School.
- Support the development of an effective assessment framework.
- Promote the use of ICT to enhance and extend students' learning.
- Monitor and evaluate classroom practice.
- Provide support for colleagues in improving their classroom practice.
- Support, promote and maximise opportunities.

3. Developing Self and Working With Others

- Promote and safeguard the safety and welfare of children and young people.
- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount.
- Support the development of collaborative approaches to learning within the school and beyond.
- Support the induction of staff new to the School.
- Set high expectations for your own performance and that of others.
- Engage in relevant professional development activity as necessary.

4. Managing the Organisation

- Contribute to a regular review of the organisation of the school to ensure it meets statutory requirements.
- Develop action plans in specified areas of responsibility, in order to bring about improvements.
- Contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities.
- Take responsibility for the Appraisal of identified staff.
- Provide input to the school's appraisal and performance process.

5. Securing Accountability

- Support the Governing Body in meeting its responsibility to account for the performance of the School.
- Support staff in understanding their own accountability, and develop approaches to its review and Evaluation.
- Contribute to the reporting of the performance of the School to parents, carers, governors and other key partners as necessary.

6. Strengthening Community

- Gain an understanding of the diversity of the School community.
- Contribute to policies and practice which promote equality of opportunity and tackle prejudice.
- Contribute to the development of a curriculum which provides students with opportunities to enhance their learning within the wide community.
- Promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement.

Specific Responsibilities: (subject to confirmation see * below)

- Alternate Provision - Lead the strategic development and oversight of alternative provision pathways to ensure that students who require additional support or a modified curriculum receive high-quality, personalised programmes. This includes establishing strong partnerships with external providers, monitoring student progress and attendance, and ensuring that all placements meet safeguarding, academic and pastoral expectations. You will evaluate the effectiveness of provision regularly and ensure smooth reintegration into mainstream lessons where appropriate.
- Behaviour Intervention - Design, implement and quality-assure targeted behaviour intervention strategies that support students at risk of disengagement or persistent behavioural difficulties. This involves working closely with pastoral teams, teachers and external agencies to identify underlying needs, coordinate support plans and track the impact of interventions. You will champion a restorative and relational approach, ensuring consistency, fairness and high expectations across the school.
- Behaviour Awards – Take the lead on developing, coordinating, and promoting whole-school Behaviour Awards initiatives, including Anti-Bullying and Anti-Racism programmes. This includes overseeing award criteria, supporting staff in implementation, monitoring impact, and ensuring the school meets the standards required for external accreditation.
- Enrichment and Personal Development - Oversee the school's enrichment and personal development offer, ensuring that all students have access to a broad, ambitious and inclusive range of opportunities beyond the classroom. This includes coordinating clubs, trips, leadership programmes and character-building activities that promote confidence, resilience and aspiration. You will evaluate participation patterns, remove barriers to access and ensure that enrichment contributes meaningfully to students' wider development.
- Centralised Rewards System - Lead the ongoing development and implementation of a centralised rewards system that promotes positive behaviour, celebrates achievement and reinforces the school's values. This includes ensuring that the system is consistently applied across all year groups, analysing participation and reward trends, and working with staff to refine processes so that recognition is timely, meaningful and motivating for students.
- Line Manager for a Year Group - Provide strategic leadership and line management for a designated year group, working closely with the Head of Year and pastoral team to ensure high standards of behaviour, attendance, wellbeing and academic engagement. You will support the team in delivering assemblies, monitoring key data, coordinating interventions and maintaining strong communication with parents and carers. Your leadership will help create a cohesive, supportive and aspirational year-group culture.
- Behaviour Data - Oversee the collection, analysis and reporting of behaviour data to identify trends, inform decision-making and evaluate the impact of interventions. This includes ensuring accurate recording, producing regular reports for senior leaders and governors, and using data insights to drive improvements in policy, practice and staff training. You will support colleagues in understanding and using behaviour data effectively.
- Mental Health Lead - Act as the school's Mental Health Lead, coordinating whole-school approaches to mental health awareness, early identification and support. This includes developing staff training, overseeing referral pathways, liaising with external mental health services and ensuring that policies reflect best practice. You will promote a culture where mental health is understood, destigmatised and proactively supported.
- Student Wellbeing - Lead the strategic development of student wellbeing initiatives, ensuring that systems, curriculum and culture promote emotional safety, resilience and positive relationships. You will work with pastoral teams to identify emerging needs, implement preventative programmes and ensure that students have access to timely and appropriate support. Your leadership will help create an environment where every student feels valued, safe and able to flourish.

*Actual duties to be agreed in consultation with the Headteacher based on identified priorities for Leadership and Management of the School and subject to change following discussion with the post holder based on the requirements of the school each year.

Notes

This job description is subject to review and amendment from time to time within the terms of the conditions of employment then in force, and only after discussion with the post holder. It is hoped that all Staff will play a full and active part in the general life and activity of the School.

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Person Specification for the role of Associate Assistant Headteacher

Please note that the information below, along with the relevant Job description, acts as the selection criteria and should be used as guidance when completing your application for the post.

Key: Essential = without evidence of which the candidate would be declined
 Desirable = useful for the role but not essential, may be used when making decision between two otherwise equally appointable candidates.

Qualification, skills and experience	Essential	Desirable	Assessment Method
Possesses Qualified Teacher Status with proven experience in teaching Key Stage 3 and 4, delivering measurable outcomes.	✓		Application Interview Reference
Safeguarding training (or willingness to undertake DSL-level training).	✓		Application Interview Reference
Evidence of CPD in behaviour, inclusion, mental health or pastoral care.	✓		Application Interview Reference
Leading behaviour or pastoral interventions and working with external agencies.	✓		Application Interview Reference
Using data to inform interventions.	✓		Application Interview Reference
Supporting students with complex pastoral/behaviour needs.	✓		Application Interview Reference
Alternative provision expectations & appropriate safeguarding checks.	✓		Application Interview Reference
Embedding Behaviour management and restorative practice across the school.	✓		Application Interview Reference
Mental health and trauma-informed approaches to support student wellbeing.	✓		Application Interview Reference
Understanding of inclusive practice and barriers to participation.	✓		Application Interview Reference

Strong communication & relationship building.	✓		Application Interview Reference
Ability to lead and motivate staff.	✓		Application Interview Reference
Conflict resolution and de-escalation.	✓		Application Interview Reference
Effective multi-agency working.	✓		Application Interview Reference
Strong organisational and decision-making skills.	✓		Application Interview Reference
Actively contributes to the review, monitoring, evaluation, and development of working practices.	✓		Application Interview Reference
Experience of performance management to secure improvement in others through effective feedback, and managing underperformance of staff to a satisfactory conclusion when required.	✓		Application Interview Reference
Ability to quickly assess a situation or set of complex information to identify key relevant factors	✓		Application Interview