



## CHIPPING NORTON SCHOOL

### **JOB DESCRIPTION** **Assistant Headteacher** **(Pastoral)**

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<b>Job Title</b>	Assistant Headteacher - Pastoral
<b>Effective from</b>	September 2026
<b>Reporting To:</b>	Deputy Headteacher for Inclusion
<b>Line Management:</b>	Approximately five middle leaders and Attendance Support Team: A combination of Heads of Department (HoDs) and Heads of Key Stage (HoK)
<b>Regular Liaison With:</b>	In addition to the Leadership Team, HoDs and HoKs, the SENDCOs, Vulnerable Students Coordinator and School Nurse.
<b>Salary</b>	Leadership Scale 13 - 17

#### **JOB PURPOSE:**

To be a highly visible and effective leader, committed to ensuring that the very highest standards of behaviour ('doing the right thing') and attendance are evident every day across our school community. They will work closely with the rest of the Leadership Team and middle leaders to uphold the school's values, safeguard students and secure the very highest standards of pastoral care for all students with a particular focus on inclusion and disadvantaged students.

#### **KEY RESPONSIBILITIES:**

- High visibility including corridors and classrooms drop-ins to ensure students are punctual and engaged, taking immediate action with teachers, middle leaders and senior leaders when concerns arise, in particular ensuring that the following strategies are applied and implemented effectively in classrooms (and corridors) at all times:
  - CNS Compassionate Routines for Pastoral care & Behaviour management
  - Inclusion strategies (Pupil Premium strategy; adaptations outlined in SEND profiles)
  - Attendance Strategies (in the role of Senior Attendance Champion)
- Alongside other members of the Leadership Team, responding quickly and effectively to data on students' behaviour in order to secure high levels of student achievement.
- Contribute to regular Vulnerable Student Meetings at which relevant leaders (DHT for Inclusion, SENDCOs, Senior Pastoral Leads, Heads of Key Stage and others) will be invited to

maintain a live register of our most vulnerable children and ensure that all internal and external services are fully informed and share a common plan.

- Work with the Deputy Headteacher for Inclusion to submit IYFAP referrals.
- Ensure students' punctuality, attendance, behaviour and uniform are exemplary and directly contribute to rising standards.
- Ensure that both students and staff understand and positively embrace the school expectations around character ('doing the right thing') and our four core values
- Organisation, collation and initial analysis of the annual student voice survey, held to coincide with each year graphs PTC, in addition to the collection of regular student voice feedback through focus groups and participation in departmental reviews.
- Oversee the school's Year 7 to 13 rewards programmes so that all forms of achievement are recognised and rewarded, in addition to being valued and enjoyed by students.
- Working closely with Heads of Key Stage and Senior Pastoral Leads, ensure that all Parents and Teacher Consultations (PTCs) are welcoming, informative and well managed opportunities to foster closer links with parents and carers.
- Organise the school's Main School Detention and Leadership Team Supervision rotas.
- Strategic oversight of the House system and Student Leadership, including the school prefect system: including annual applications, training, development and recognition across the school.

#### **SHARED RESPONSIBILITIES WITH OTHER MEMBERS OF THE LEADERSHIP TEAM**

- Safeguard and promote the welfare and students and the wellbeing of all staff;
- Foster positive relationships across the school community;
- Raise student achievement and secure high standards through school quality assurance and self-evaluation processes;
- Ensure good student welfare, behaviour for learning and discipline;
- Work with Governing Body as required;
- Contribute to School Improvement Plan and the maintenance of the Self-Evaluation Form as required;
- Co-lead and participate in the monitoring, evaluation and review of standards within and beyond areas of core responsibility (including leading or supporting departmental or peer reviews);
- Fulfil the role of LT link to a combination of Heads of Key Stage and Heads of Department; including monitoring, evaluation and annual review;
- Contribute to the development of policies and procedures;
- Prepare and deliver assemblies;
- Support school events, including Open Evenings, Parent and Teacher Consultations (PTCs) public performances and outreach to local secondary and primary partners;
- Participate in the recruitment, induction and development of training and associate staff;
- Lead a Duty Team and supervise Leadership team Supervision
- Work with external agencies as required

#### **GENERAL DUTIES**

- You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation.

#### **NOTES:**

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- In addition, the post holder will be required to:
  - Adhere to the school's Equal Opportunities policy in all activities, and to actively promote equality of opportunity wherever possible
  - Work in accordance with the Data Protection Act.
  - Provide a healthy and comfortable working environment, smoking is strictly prohibited.
  - This Job Description is not necessarily a comprehensive definition of the post and duties may be varied to meet the changing demands of the school. It will be reviewed at intervals and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- This job description should be read in conjunction with the School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.
- The performance of all duties and responsibilities shown above will be under the reasonable direction of the Headteacher; and the Headteacher or other Senior Leader if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post. This job description will be reviewed bi-annually and any changes will be subject to consultation.

#### **SAFER RECRUITMENT STATEMENT:**

Chipping Norton School and The River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism. All staff are expected to share this commitment. The successful candidate will be subject to an enhanced DBS check and may be subject to online searches for publicly available information. The River Learning Trust is an equal opportunities employer and we welcome applications from a range of backgrounds to represent diversity in line with our schools' community.

***Last Updated: February 2026***

<b>NAME PRINTED:</b>	
<b>SIGNED:</b>	
<b>DATED:</b>	



## CHIPPING NORTON SCHOOL

### PERSON SPECIFICATION

### ASSISTANT HEADTEACHER (Pastoral)

Elements required to undertake the job are provided under specific headings. Each element is essential or desirable as indicated by an E or D in the “E/D” column.

**CODE:**

- E/D Essential or Desirable  
A Application form  
I Interview/presentation  
R References

How the evidence will be tested / gathered is indicated in the final three columns.

A	TRAINING & QUALIFICATIONS	E or D?	A	I	R
1.	Qualified Teacher Status	E	✓		
2.	Degree or equivalent	E	✓		
3.	Post Graduate curriculum or management qualification	D	✓		
4.	Evidence of recent professional development relevant to Chipping Norton School’s current improvement goals	E	✓		

B	EXPERIENCE OF PASTORAL CARE AND SAFEGUARDING	E or D?	A	I	R
1.	Evidence of having had a sustained impact upon department/year team outcomes	E	✓	✓	✓
2.	Substantial experience as an effective classroom practitioner across at least two key stages	E	✓	✓	✓

3.	Significant and successful management responsibility such as leading and managing a successful department, or pastoral responsibility for a year group or key stage	E	✓	✓	✓
4.	Current, recent or temporary whole school leadership responsibility	D	✓	✓	✓
5.	Willingness to undertake safeguarding training to DSL level	E	✓	✓	✓
6.	Evidence of having made a major impact on the development of a school	E	✓	✓	✓
7.	Evidence of mentoring, evaluating and reviewing the performance of individuals and teams	E	✓	✓	✓
<b>C</b>	<b>PROFESSIONAL KNOWLEDGE &amp; UNDERSTANDING</b>	<b>E or D?</b>	<b>A</b>	<b>I</b>	<b>R</b>
1.	A clearly articulated philosophy of secondary education with a particular focus on inclusion	E	✓	✓	
2.	An up to date knowledge of the best practice in relation to teaching, learning, assessment and curriculum design	E	✓	✓	
3.	An up to date knowledge of the best practice in relation to inclusion	E	✓	✓	
4.	The use of pastoral data to raise standards and achievements of students	D	✓	✓	
5.	Knowledge of local and national policies, priorities and statutory frameworks, including recent and current legislative developments around safeguarding and inclusion	E	✓	✓	

<b>D</b>	<b>PERSONAL SKILLS &amp; ATTRIBUTES</b>		<b>A</b>	<b>I</b>	<b>R</b>
1.	Commitment to the promotion of the spiritual, moral, social and cultural development of all pupils	E	✓	✓	
2.	Excellent communication skills, including the ability to inspire, challenge and motivate others	E	✓	✓	✓
3.	Self-management to include time management, working under pressure and to deadlines. Have stamina, resilience, reliability and integrity	E	✓	✓	✓
4.	Commitment to Continuous Professional Development and Learning (CPDL)	E	✓	✓	✓
5.	Proven ability to build and maintain effective relationships with parents, partners and the community that enhances the education of all pupils	E		✓	✓
6.	Commitment to the wider life of the school	E	✓	✓	✓
7.	An instinct to see the best in others and an unfaltering commitment to students' and colleagues' potential	E	✓	✓	✓
8.	Humour and a sense of proportionality at all times	E		✓	

