

# ASSISTANT HEADTEACHER

Pastoral Care, Behaviour & Character Development

## JOB DESCRIPTION

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<b>Job description:</b>	AHT – Pastoral Care, Behaviour & Character Development	<b>Location:</b>	St John's CE Academy
<b>Responsible to:</b>	Head of School	<b>Hours per week:</b>	Full-time
<b>Job Type:</b>	Permanent	<b>Working weeks:</b>	N/A
<b>Grade:</b>	L9 – 13	<b>Reports:</b>	To be discussed

This job description should be read alongside the **SJO Way document** and the **Person Specification** to ensure a full understanding of the nature of the role.

The duties outlined below will be carried out under the reasonable direction of the Executive Headteacher or Head of School. Every effort will be made to ensure a manageable workload and adequate support to fulfil the responsibilities of this role.

This job description will be reviewed annually, with any changes made in consultation with the post holder. The advertised pay scale will also be reviewed in line with the school's growth. Any disputes will be addressed through the Academy's Grievance Procedure and other relevant policies, such as the **Stress at Work Policy** and **Dignity at Work Policy**.

### Designated Duties & Responsibilities

- **Ensure all pupils at St John's can attend, feel safe and are ready to learn**, including support for student wellbeing and mental health, anti-bullying and safe relationships, and strong punctuality and engagement.
- **Provide meaningful opportunities for pupils to lead, contribute and build strong character**, through student leadership roles, student governance structures, and ambassador and representation programmes.
- **Build a strong sense of belonging, identity and community across the school**, through school traditions, rituals and events, and positive cross-phase relationships.
- **Offer a wide range of enriching, challenging and life-shaping experiences**, including enrichment activities, competitions and challenges, local, national and global experiences, and volunteering and social action.
- **Develop partnerships that widen opportunity and connect the school with the wider community**, through community engagement, employer and business links, education partnerships, alumni connections, external volunteering, work with local organisations, and community use of school facilities.
- **Remove barriers to attendance and help pupils regulate and engage in learning**, through effective attendance systems, emotional regulation support, and targeted help during transitions and other vulnerable points.

## **Shared Duties & Responsibilities**

*With support from other Senior Leaders and TLR Holders*

- **Maintain calm, consistent behaviour expectations and a culture of self-discipline**, supported by a clear behaviour and consequence framework.
- **Protect pupils through strong safeguarding systems and vigilant practice**, including child protection, safeguarding systems and monitoring, multi-agency working, and secure management of admissions and personal data.
- **Identify needs early and ensure every pupil can participate fully in school life**, through pastoral monitoring and review, inclusive participation in all aspects of school life, and support for physical health, nutrition and sleep.
- **Build strong, trusting relationships with pupils and staff**, making connection an everyday practice and modelling positive, respectful interactions.
- **Promote constructive conflict resolution and restorative approaches**, helping pupils and staff repair relationships and maintain a positive school culture.
- **Strengthen motivation, engagement and collective identity**, through effective rewards and recognition systems and by celebrating individual and collective contributions.

## **All Senior Leaders Duties & Responsibilities**

- **Lead with clarity of vision, strategy and improvement**, ensuring the school's values are lived out in practice, monitoring and evaluating impact, supporting the Church of England Vision for Education, and embedding a visible CoE identity.
- **Lead with strategic awareness of our distinctive all-through status**, supporting colleagues across all phases when needed to ensure a coherent and consistent experience for students of all ages.
- **Act as a DSL-trained safeguarding leader**, maintaining a highly vigilant safeguarding culture, fulfilling statutory duties with confidence, and ensuring concerns are identified, reported and acted upon swiftly and consistently so that pupils are safe, known and supported.
- **Communicate clearly and build strong relationships with all stakeholders**, including staff, students and parents, promoting positive family - school relationships, gathering stakeholder voice and feedback, modelling positive communication and championing courageous advocacy.
- **Ensure systems, consistency and operational excellence**, through a strong policy framework, standard templates and documents, effective internal communication systems and workflows, and reliable operating procedures, operations and logistics.
- **Strengthen the school's identity, profile and partnerships**, through a strong website, social media and digital presence, effective student recruitment, and the development of external partnerships.
- **Support the school's long-term sustainability**, compliance and responsible stewardship, through financial compliance and sustainability practices and by promoting environmental awareness.

*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.*

*Cambrian Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) as part of their job role.*

<sup>1</sup> *Cambrian Learning Trust (CLT) Employees are predominantly based at one location but may be required from time to time to work at another school within the MAT. A full list of schools within CLT can be found at*

*<https://cambrianlearningtrust.org>*

## PERSON SPECIFICATION & CRITERIA

We are seeking to appoint creative and inspiring leaders who is:

- **Committed to leading in a 2 - 16 all-through school:** Understands the opportunities and responsibilities of working across phases and sites, and is motivated by shaping a seamless educational journey where every decision strengthens the whole 2–16 experience.
- **Supportive of our Christian ethos:** As an inclusive Church of England Academy, we welcome staff and pupils of all faiths and none. We seek a leader who can uphold and model our Christian vision and values, ensuring they shape relationships, culture and decision-making.
- **Driven by high standards for pupils and staff:** Believes in calm, purposeful learning environments, consistent expectations and disruption-free classrooms. Holds high aspirations for behaviour, attitudes, wellbeing and achievement for every pupil.
- **Skilled in pastoral leadership, culture and inclusion:** Brings experience in behaviour, safeguarding, attendance, wellbeing or inclusion, with the ability to lead whole-school systems that keep pupils safe, support vulnerable learners and promote belonging.
- **A relational and collaborative leader:** Builds strong, trusting relationships with pupils, staff and families. Leads through kindness, courage and respect. Works collaboratively with colleagues, empowering others and contributing to a unified senior leadership team.
- **Able to lead whole-school improvement with clarity and purpose:** Uses evidence, data and professional judgement to evaluate impact, refine practice and drive improvement. Thinks strategically, acts decisively and aligns work with the Academy's priorities and Christian vision.
- **Committed to professional growth and developing others:** Invests in their own learning and supports the development of colleagues through coaching, feedback and high-quality professional development. Helps build leadership capacity across the school.
- **Passionate about enrichment, opportunity and wider school life:** Values the role of enrichment, character development, community partnerships and pupil leadership in shaping a rich and inclusive school culture.
- **Dedicated to safeguarding and pupil welfare:** Understands statutory responsibilities and demonstrates vigilance, professional curiosity and sound judgement. Works effectively with pastoral, safeguarding and SEND teams to ensure pupils receive timely and appropriate support.
- **Motivated by collective success:** Believes in acting as one team, contributing to the wider life of the school, supporting colleagues and ensuring every second of a child's education counts.

\*Application (A), Interview (I), References (R)

Criteria	Essential (E)	Desirable (D)	(A, I, R)
<b>Qualifications &amp; Professional Development</b>			
Qualified teacher	E		A
Recent and relevant experience of middle or senior leadership	E		A
Evidence of on-going professional development (e.g. NPQML or NPQSL).		D	A
<b>Vision, Values &amp; Ethos</b>			
Commitment to the Academy's Christian vision and inclusive ethos	E		A, I
Ability to model Kindness, Courage and Respect	E		I, R
Understanding of the Church of England Vision for Education (or willingness to develop)		D	A, I

<b>Safeguarding, Safety &amp; Pupil Wellbeing</b>			
Secure understanding of safeguarding and child protection	E		A, I
Experience using safeguarding systems and referral processes	E		A, I
Understanding of pupil wellbeing, mental health and anti-bullying practice	E		A, I
DSL training or experience (or willingness to train)		D	A
<b>Pastoral Care, Attendance &amp; Engagement</b>			
Experience supporting vulnerable pupils or pastoral interventions		D	A, I
Experience supporting attendance, engagement or transitions		D	A, I
<b>Character, Belonging &amp; Student Voice</b>			
Experience supporting pupil leadership, voice or representation		D	A, I
Experience contributing to positive school culture, belonging or community	E		A, I
Experience supporting enrichment, trips or wider opportunities		D	A, I
<b>Behaviour, Inclusion &amp; Relational Practice</b>			
Experience applying or supporting consistent behaviour expectations	E		A, I, R
Understanding of emotional regulation, restorative or relational approaches	E		A, I
<b>Leadership, Communication &amp; Improvement</b>			
Experience contributing to school improvement or evaluation	E		A, I
Strong communication with pupils, staff and families	E		A, I, R
<b>Partnerships, Enrichment &amp; Community</b>			
Experience working with parents, external partners or community organisations	E		A, I
Ability to contribute to partnerships that widen opportunities for students	E		A, I
Experience supporting volunteering, social action or community links		D	A, I
<b>Systems, Professional Practice &amp; Sustainability</b>			
Experience working with whole school systems, policies and agreed procedures	E		A, I
Understanding of compliance, GDPR and statutory duties	E		A, I
Interest in sustainability or responsible resource use		D	I
<b>Personal Qualities</b>			
Strong ability to work collaboratively as part of a team	E		
Positive sense of humour and approachability	E		
Solution-focused, with a clear drive for continuous improvement	E		
Able to work independently, using initiative and sound judgement	E		